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ABSTRACT

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AIM/ARM, VT-ERIC MICROFICHE SET

Microfiche Set of Documents Announced in Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIM/ARM)

Volume 9, Number 3

1976

The Center for Vocational Education
The Ohio State University
1960 Kenny Road, Columbus, Ohio 43210

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INTRODUCTION

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Microfiche availability of documents in this set is shown in the VT-ED Number Cross Reference List in Volume 9, Number 6, of AIM/ARM.

Microfiche copies of individual documents in this set may be obtained by reproducing the appropriate microfiche on microfiche reproduction equipment.

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ACCESSION NUMBER: VT102811

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TITLE: MINI-GRANT PROGRAM FOR CURRICULUM RESEARCH AND INNOVATION. FINAL REPORT.

PERSONAL AUTHOR: TEMTE, WILLIAM

DESCRIPTOR: TEACHER DEVELOPED MATERIALS; *INDIVIDUALIZED INSTRUCTION; CURRICULUM DEVELOPMENT; *INSTRUCTIONAL INNOVATION; GRANTS; *STENOGRAPHY; ANATOMY; PHYSIOLOGY; *TECHNICAL EDUCATION; BUSINESS EDUCATION; *HEALTH OCCUPATIONS EDUCATION; CURRICULUM RESEARCH

IDENTIFIER: WESTERN WISCONSIN VTAE DISTRICT

EDRS PRICE: MF AND HC AVAILABILITY WILL BE ANNOUNCED IN VOL. 9, NO. 6.

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ABSTRACT: IN AN EFFORT TO IMPROVE CURRICULUM THROUGH THE DEVELOPMENT AND TESTING OF INDIVIDUALIZED INSTRUCTIONAL MATERIALS AND TO INCREASE FACULTY PARTICIPATION IN THE CURRICULUM DEVELOPMENT PROCESS, THREE MINIGRANTS OF $1,000 EACH WERE AWARDED BY THE WESTERN WISCONSIN VOCATIONAL, TECHNICAL, AND ADULT EDUCATION DISTRICT FOR THE 1974-75 FISCAL YEAR. SUMMARIES OF THE PROPOSALS ARE PRESENTED ALONG WITH THE CURRICULUM MATERIAL DEVELOPED BY EACH. "USE OF THE SOUND PAGE SYSTEM FOR SUPPLEMENTARY LEARNING IN THE MECHANICAL DESIGN TECHNICIAN PROGRAM" WAS TESTED IN A STRENGTH OF MATERIALS COURSE. SAMPLE COURSE UNITS ILLUSTRATE THE IMPLEMENTATION OF THE SOUND PAGE, AN AUDIOVISUAL AID CONSISTING OF A WRITTEN OR GRAPHIC IMAGE AND THREE MINUTES OF RECORDED NARRATION. THE PROPOSAL, "DESIGN, TEST, AND PREPARE MATERIALS FOR AN OPEN LABORATORY IN ANATOMY AND PHYSIOLOGY", CONTAINS A COURSE DESCRIPTION, AND LEARNING GUIDES AND EXAMINATIONS DEVELOPED FOR THREE MODULES: THE REPRODUCTIVE SYSTEM, ENDOCRINE SYSTEM, AND EMBRYOLOGY. THE BUSINESS EDUCATION PROPOSAL IS "INDIVIDUALIZATION OF ADVANCED SHORTHAND THROUGH THE DEVELOPMENT OF SELF-INSTRUCTIONAL MATERIALS". THE TERMINOLOGY UNITS CONTAIN A PROGRAMMED TEXT, VOCABULARY WORDS APPLICABLE TO A PARTICULAR OCCUPATION, SPEED BUILDING CASSETTE TAPES, AND PRACTICE CASSETTE TAPES. (AUTHOR/RG)

INSTITUTION NAME: WESTERN WISCONSIN TECHNICAL INST., LA CROSSE.

SPONSORING AGENCY NAME: OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

102 811

FINAL REPORT
Project Number 02-040-151-225

MINI-GRANT PROGRAM FOR CURRICULUM RESEARCH AND INNOVATION

1974-75

WESTERN WISCONSIN VOCATIONAL, TECHNICAL AND ADULT EDUCATION DISTRICT
LA CROSSE, WISCONSIN

September, 1975

VT 102 811

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Individualization of Advanced Shorthand Through the Development of Self-Instructional Materials

WESTERN WISCONSIN VOCATIONAL, TECHNICAL AND ADULT EDUCATION DISTRICT

MINI-GRANT PROGRAM FOR CURRICULUM RESEARCH AND INNOVATION

PROJECT NUMBER 02-040-151-225

FINAL REPORT

I. STATEMENT OF PROBLEM

In an area such as the Western Wisconsin Vocational, Technical and Adult Education District there are a great many divergent needs which must be met to fulfill the mission of providing a comprehensive program of vocational, technical and adult education. Because of the diversity of these needs, curriculum improvement must be an ongoing process. In the past several years, the District has carried out several research projects which are directed towards providing a more flexible format for the delivery of its educational services. These projects have led to the implementation of the Quarter System as the basic time reference for classes, new curriculum in established career fields, as well as emerging occupations and the individualization of instruction in some areas. It is recognized that when the needs of the people to be served are varied, the approach to providing educational services must also be varied and sufficiently flexible to meet the individual needs. Individualization of instruction can be accomplished in many ways. The basic time frame reference can be individualized, the mode of learning can vary, and the materials can also be individualized.

In order for the District to continue its movement towards the improvement of educational services, it is important that continued research be conducted and new curricula be developed.

II. OBJECTIVES

The objectives of this project are to:

1. Provide a means by which the District, under the guidance of the Research Coordinating Unit, can award mini-grants to staff during the 1974-75 fiscal year for the purpose of developing and testing individualized instructional materials.
2. Increase faculty participation in the curriculum development process through mini-grants to
   a. bring all curriculum development efforts under one project.
   b. improve coordination.
   c. ensure continuity in curriculum development efforts.

III. PROCEDURES AND OUTCOMES

Three proposals were approved under Project Number 02-040-151-225. These proposals were chosen for funding in that they represented three different instructional divisions and three different basic approaches to individualized instruction.

The following proposals were funded:

1. **Industrial Division** -
   Use of the Sound Page System for Supplementary Learning in the Mechanical Design Technician Program
2. **Health Occupations Division** -
   Design, Testing and Preparation of Materials for an Open Laboratory in Anatomy and Physiology

5

3. **Business Division** -

Individualization of Advanced Shorthand Through the Development of Self-Instructional Materials

Each of the three funded proposals were providing a budget of $1,000.00. To ensure maximum utilization of research funds, each grantee was instructed to utilize the District's resources to the greatest possible extent for the production of audiovisual aids and instructional materials.

Faculty members from the various instructional divisions were selected on the basis of their expertise and interest in individualization of instruction. The division chairmen, of each respective division, supervised the project activities within their area.

All wages paid to the faculty were in addition to their salaried contracts.

PROPOSAL 1

USE OF THE SOUND PAGE SYSTEM FOR SUPPLEMENTARY LEARNING IN THE MECHANICAL DESIGN TECHNICIAN PROGRAM

SUMMARY OF ACTIVITIES

INTRODUCTION TO THE STUDY

STATEMENT OF THE PROBLEM

The central problem of this study is to investigate if instructional sound pages can be used successfully in the instruction of courses in mechanical technology and if they are more efficient than the traditional lecture-laboratory method of instruction. The experiment is to be conducted using the 6-06-147 Strength of Materials course in the Mechanical Design Technician Program at Western Wisconsin Technical Institute in La Crosse, Wisconsin, during the 1975 and 1976 school years.

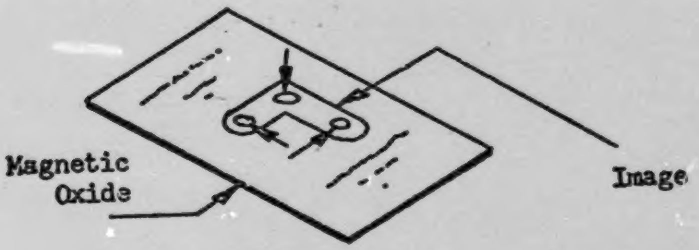
HYPOTHESES STATEMENTS

Instructional sound pages can be utilized successfully in the instruction of mechanical technology courses.

There is a significant difference in the competency levels of the students taught utilizing instructional sound pages and those taught utilizing the traditional lecture-laboratory method of instruction.

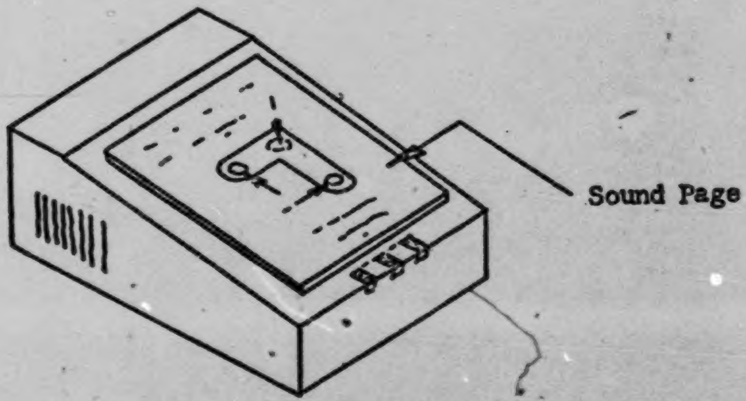
DEFINITION OF TERMS

(1) Sound Page. A standard size sheet of paper with one side coated with magnetic oxide. When completed the sound page will consist of a written or graphic image and three minutes of recorded narration that provides the student with both audio and visual instructions.



Sound Page

(2) Sound Page Machine. A magnetic sheet type recorder and playback unit that provides the instructor with a simple means of conveying information and also provides the student with easy access to both the audio and visual portions of an instructional program.



Sound Page Machine

(3) Student Learning Plan. A listing by the teacher of the instructional activities that will make up the course.

(4) Self-Paced Instruction. An instructional approach that allows each student to proceed at his own rate to lean the prescribed material and achieve the specified objectives.

(5) Traditional Lecture-Laboratory Approach. The familiar approach where the instruction is administered to groups of students with each individual expected to learn at the same pace within the same time units; group-paced.

(6) Learning Laboratory. A designated area which serves as a center of activity for the self-paced instruction, where students can consult with their instructor, view sound pages, work problems, take examinations and pick up course materials.

QUESTIONS

The following questions are to be tested in this study:

1. Can instructional sound pages be used successfully in the instruction of courses in mechanical technology?
2. What are the specific problems encountered by the instructor when developing and using instructional sound pages?
3. What are the specific problems encountered by the students when using instructional sound pages?
4. Will instructional sound pages allow the student to complete course objectives at his own pace?
5. Will slower students benefit more from instructional sound pages?
6. Will advanced students achieve more from instructional sound pages?
7. What equipment is required for an instructional sound page system?
8. Can instructional sound pages be used to supplement traditional classroom instruction?
9. How much time is required for developing sound pages?
10. Are there any administration problems created when the sound page system is used?

STRENGTH OF MATERIALS

Student Learning Plan

INTRODUCTION

Sound Page - Introduction A

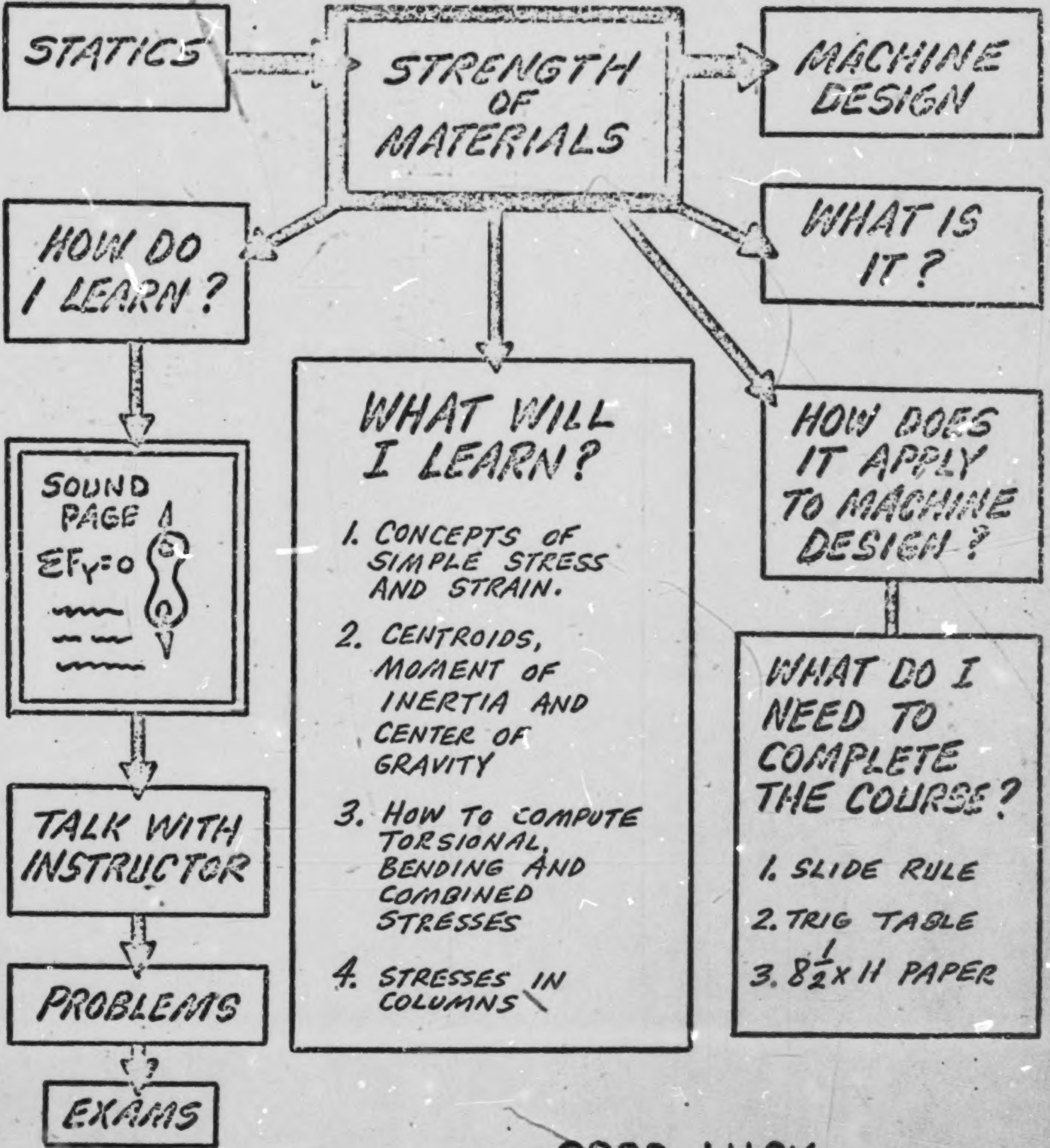
UNIT I - STRESS AND STRAIN (REVIEW)

Sound Page	I-A	Basic Stress
Sound Page	I-B	Basic Stress
Problems	I-B	Basic Stress
Sound Page	I-E	Strain
Problems	I-E	Strain

UNIT II - CENTER OF GRAVITY, CENTROID AND MOMENT OF INERTIA

Sound Page	II-A	Center of Gravity
Problems	II-A	Center of Gravity
Sound Page	II-D	Centroid
Sound Page	II-E	Centroid
Problems	II-E	Centroid
Sound Page	II-F	Centroid
Sound Page	II-G	Centroid
Sound Page	II-H	Centroid
Problems	II-H	Centroid
Sound Page	II-K	Moment of Inertia
Sound Page	II-L	Moment of Inertia
Sound Page	II-M	Moment of Inertia
Problems	II-M	Moment of Inertia
Sound Page	II-N	Moment of Inertia
Problems	II-N	Moment of Inertia
Sound Page	II-O	Moment of Inertia
Sound Page	II-P	Moment of Inertia
Problems	II-P	Moment of Inertia
Sound Page	II-Q	Moment of Inertia
Problems	II-Q	Moment of Inertia
Sound Page	II-R	Moment of Inertia
Problems	II-R	Moment of Inertia
Sound Page	II-S	Moment of Inertia (Part A)
Sound Page	II-S	Moment of Inertia (Part B)
Problems	II-S	Moment of Inertia
Sound Page	II-T	Polar Moment of Inertia
Problems	II-T	Polar Moment of Inertia

S.P. INTRO.-A



STATICS

STRENGTH OF MATERIALS

MACHINE DESIGN

HOW DO I LEARN?

WHAT IS IT?

SOUND PAGE

$\Sigma F_Y = 0$

TALK WITH INSTRUCTOR

PROBLEMS

EXAMS

WHAT WILL I LEARN?

1. CONCEPTS OF SIMPLE STRESS AND STRAIN.
2. CENTROIDS, MOMENT OF INERTIA AND CENTER OF GRAVITY
3. HOW TO COMPUTE TORSIONAL, BENDING AND COMBINED STRESSES
4. STRESSES IN COLUMNS

HOW DOES IT APPLY TO MACHINE DESIGN?

WHAT DO I NEED TO COMPLETE THE COURSE?

1. SLIDE RULE
2. TRIG TABLE
3. $8\frac{1}{2}$ x 11 PAPER

GOOD LUCK

SOUND PAGE - INTRODUCTION A

This sound page is an introduction to Strength of Materials, Course Number 6-06-147. You should have taken Statics 6-06-133 and Materials 6-06-126 before you begin Strength of Materials.

Strength of Materials is the study of a material's internal resistance to the effects of applied loads and strain. Simply, it's how materials react internally when they are subjected to external loads.

In this course you will learn what stresses are and how to compute them. You will be able to determine the size of machine parts that are subjected to torsion, bending and combined stresses. You will be able to select safety factors and allowable stress for various loading conditions.

For this course you will need a slide rule or calculator, a trig table and a supply of 8-1/2 x 11" plain paper for problems.

There is at least one sound page for each unit. These sound pages will give all the basic instructions for each unit. You must follow your schedule and complete each unit in order. Problem sheets and exams for each unit can be obtained from the instructor as you need them.

The basic principles you learned in Statics along with the ones we are about to cover in Strength of Materials will be important fundamentals for machine design.

If you would like a refresher in basic Statics, before going on to Unit I, ask for sound page Introduction B. If not start with the first sound page of Unit I, Sound Page I-A

Figure 1

STRESS: WHAT IS IT?

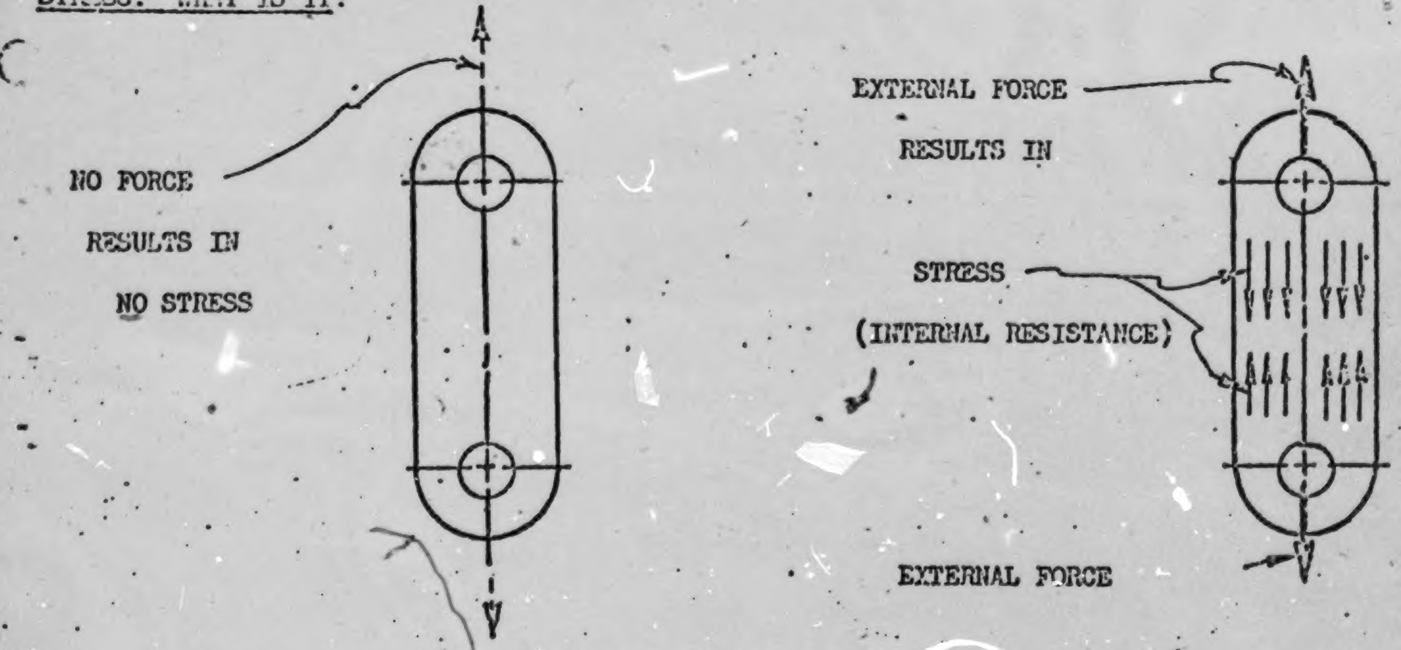
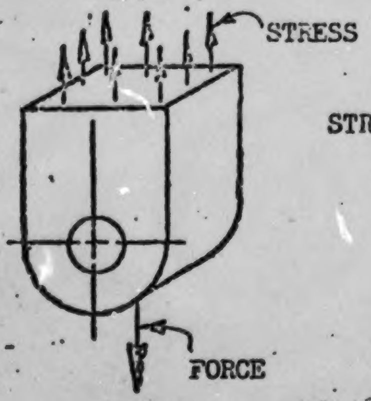

NO FORCE
RESULTS IN
NO STRESS
EXTERNAL FORCE
RESULTS IN
STRESS
(INTERNAL RESISTANCE)
EXTERNAL FORCE

Figure 2

STRESS: IS EQUAL TO WHAT?

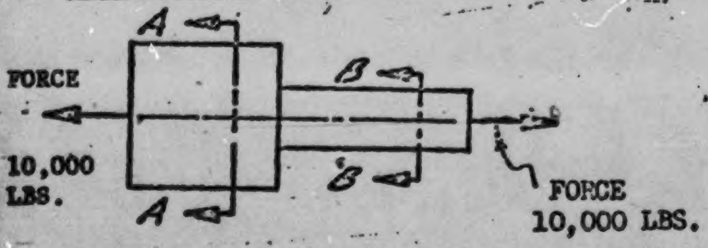

STRESS
FORCE

$$\text{STRESS (S)} = \frac{\text{FORCE}}{\text{AREA}} = \frac{\text{POUNDS}}{\text{INCHES SQUARED}} = \frac{\text{LBS.}}{\text{IN.}^2}$$

$$S = \text{POUNDS PER INCHES}^2 = \text{PSI}$$

Figure 3

STRESS: HOW IS IT DETERMINED?


A
A
B
B
FORCE
10,000 LBS.
FORCE
10,000 LBS.

Example Problem

AREA A-A = 2 In.^2 AREA B-B = 1 In.^2

$$S_{A-A} = \frac{10,000 \text{ LBS}}{2 \text{ In.}^2} = 5,000 \text{ PSI}$$

$$S_{B-B} = \frac{10,000 \text{ LBS}}{1 \text{ In.}^2} = 10,000 \text{ PSI}$$

SOUND PAGE I-A - BASIC STRESS

This sound page will introduce you to simple stresses and show you how to determine stress values for a given part of material.

Let's first explain what stress is. Stress is a material's internal resistance to the application of external forces. As shown here, as the external force is applied, an internal stress is created, opposing the load. If the external loal should exceed the total internal stress the material will deform rapidly and failure will occur.

Think of stress as being many small internal forces that are opposite in direction and equal in magnitude to the external force.

Let's now see what stress is equal to. As we stated before, the total stress must be equal to the external force and the stress is many small forces distributed equally across the inside area of the part. Therefore, stress is equal to the external force divided by the cross sectional area of the part. With the force expressed in units of pounds and the area in square inches, the stress must then be expressed in pounds divided by inches squared or pounds per square inch. PSI is used to abbreviate pounds per square inch.

Let us now try to determine the stress in a given part. The example part shown at the bottom has a 10,000 pounds tensile force acting on it. The internal stress is to be determined at Section A-A and B-B. The stress at Section A-A is found by dividing the 10,000 pounds force by the area at A-A, in this case, two square inches. The stress at A-A equals 5,000 PSI. The same calculation can now be made at Section B-B which has a smaller area of one square inch. The stress at B-B equals 10,000 PSI

It is important to note that as the area is decreased the stress increased. So, therefore, a part can be made stronger by increasing its area.

If you don't understand basic stress, replay this sound page, see your reference list or talk with your instructor. If you do understand this sound page completely go on to sound page I-B.

15

Figure 1

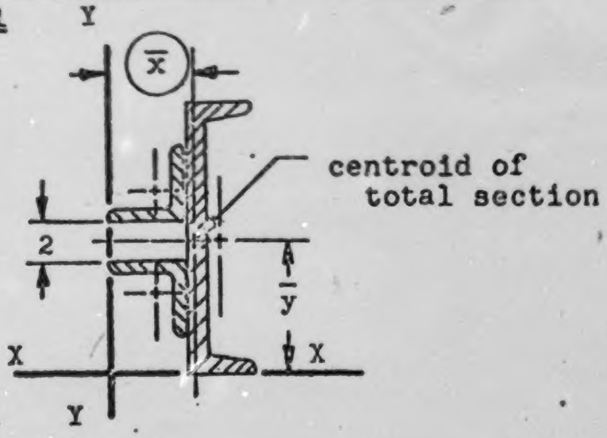
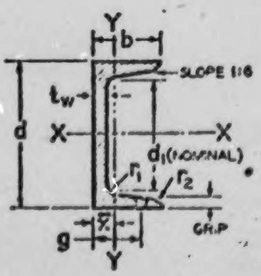

Y
$\bar{x}$
centroid of
total section
2
$\bar{y}$
X
X
Y

Figure 2

CHANNEL


Y
b
SLOPE 1:6
t_w
d
X
X
d_1 (NOMINAL)
r_1
r_2
$\bar{x}$
g
GRIP
Y

Size			Web Thickness		Avg Flange Thickness				Axis X-X			Axis Y-Y			
Depth d in.	Weight lb/ft	Width b in.	t_w in.	Area in.^{2}	in.	r_1 in.	r_2 in.	d_1 in.	I in^4	S in^3	r in.	I in^4	S in^3	r in.	$\bar{x}$ in.
• 12	7.41	2.960	0.300	6.30	0.498	0.38	0.17	10	131.84	21.97	4.57	3.99	1.76	0.80	0.69
• 12	8.64	3.047	0.387	7.35	0.498	0.38	0.17	10	144.37	24.06	4.43	4.47	1.89	0.78	0.67
• 12	10.37	3.170	0.510	8.82	0.498	0.38	0.17	10	162.08	27.01	4.29	5.14	2.06	0.76	0.67
12	12.10	3.292	0.632	10.29	0.498	0.38	0.17	10	179.65	29.94	4.18	5.82	2.24	0.75	0.69

ANGLES WITH EQUAL LEGS

Size						Axis X-X, Y-Y			
Depth and Width d x b in.	Weight lb/ft	Leg Thickness t in.	Area in.^{2}	r_1 in.	r_2 in.	I in.^{4}	S	r in.	$\bar{x}, \bar{y}$ in.
•3 x 3	1.68	1/4	1.43	5/16	1/4	1.18	0.54	0.91	0.82
•3 x 3	2.47	3/8	2.10	5/16	1/4	1.70	0.80	0.90	0.87
•3 x 3	3.23	1/2	2.77	5/16	1/4	2.16	1.04	0.89	0.92
3 x 3	3.94	5/8	3.35	5/16	1/4	2.57	1.26	0.88	0.97

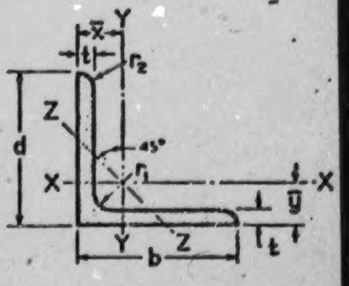

$\bar{x}$
Y
t
r_2
Z
d
45°
X
r_1
X
$\bar{y}$
Y
Z
b
t

Figure 3 (Channel is Section 1 and Angles are sections 2 and 3)

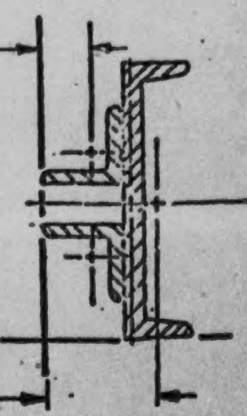
$$\bar{x} = \frac{(A_1 \times d_1) + (A_2 \times d_2) + (A_3 \times d_3)}{A_1 + A_2 + A_3}$$

$$\bar{x} = \frac{(8.82 + 3.67) + (2.77 + 2.08) + (2.77 + 2.08)}{8.82 + 2.77 + 2.77}$$

$\boxed{\bar{x}}$ = 3.06 inches (From Y-Y)

d_2 and d_3

equals 3- .92



d_1 equals 3+ .67

SOUND PAGE II-H - CENTROID

In this sound page we will explain how to locate the Centroid point of a complex area.

Shown in Figure I is the area of composite section made up of a channel and two angles. Becuase of symmetry, the $\bar{y}$ must equal to one-half the height of the channel. The perpendicular to the Y-Y reference line is the dimension that must be calculated.

From the tables in Figure II we can obtain the areas and the distances for the specific channel and angles that make up this cross-section.

In Figure III the proper values that are underlined in Figure II are substituted into the equation.

$$= \frac{(8.82 \times 3.67) + (2.77 \times 2.08) + (2.77 \times 2.08)}{8.82 + 2.77 + 2.77}$$

Notice at the right that d_1 is equal to 3 inches plus .67 and d_2 and d_3 are equal to 3 inches minus .92.

IF YOU UNDERSTAND THIS SOUND PAGE GO ON TO THE NEXT ASSIGNMENT ON YOUR INSTRUCTIONAL SCHEDULE.

PROPOSAL 2

DESIGN, TEST AND PREPARE MATERIALS FOR AN OPEN LABORATORY IN ANATOMY AND PHYSIOLOGY

SUMMARY OF ACTIVITIES

Participants: Mary Ekern, James Stacey, Mary Rusche

I. Individual Progress Reports

Mary Rusche	Learning guides complete (three)
Reproductive System Module	Sample Learning Guide, attached
(3 units)	All slides at Instructional Media Center
	Script - rough draft - written but not taped
	Examination not complete, rough draft only
Mary Ekern	Learning guides - complete
Endocrine System Module	Sample learning guide and script
(7 units)	Slides - 6 units complete at Instructional Media Center
	Script - written but not taped - 6 units
	Examination not complete - rough draft only
	One unit complete except for typing and slides to Instructional Media Center
James Stacey	Study questions and examination complete, no learning guide
Embryology Module (2 or 3 units)	Slides not complete
	Script not complete
	Module may consist of 2 or 3 units. Unit consists of one slide-tape presentation
	Study questions and examination - complete

II. Allocation of next unit

Mary Ekern - Urinary System and Fluids and Electrolyte Balance

Mary Rusche - Respiratory System

James Stacey - Nervous System

III. Purpose, Objectives and General Plan of the Course

The purpose of this course is to provide a basic and integrated understanding of human structure and function as a foundation for the development of technical skills of associate degree students in health related fields.

The course objectives are to provide an understanding of the concepts that:

A. Anatomical structures and their organizational function as an integrated unit.

B. Structures of the body determine their function; bodily functions determine their anatomical structures.

C. Ultimately the body's functions are its' cells functions.

D. Survival is possible because of the ability of the body to adapt to internal and external environment.

The General Plan is to filfill the purpose. The course will be divided into three sessions providing group and individual learning experiences. Specifically:

A. General Assembly Session - One hour per week

1. Introduction and presentation of broad concepts
2. Administrative activities
3. Examinations

B. Independent Study Sessions - approximately four hours per week

  1. Main source of factual information, concepts and their application
  2. Self-pacing
  3. Multiple Learning Activities
  4. Self-evaluating

C. Small Group Sessions One hour per week

  1. Opportunity for the student to actively participate in the clarification, discussion and presentation of relevant material.
  2. Quiz

The course is offered in two terms of twelve weeks each. The academic credit is four credits for each course.

IV. Tentative Plan for Pilot Group (Total time allocated - four weeks)

A. General Assembly Session - One hour

  1. Orientation (Monday)
     Endocrine Films
  2. Endocrine Examination (Friday)
     Reproductive Films
  3. Embryology Films (Friday)
     Reproductive Examination
  4. Embryology Examination (Friday)

B. Independent Study

Learning guides and slide tapes

1. Endocrine 7 units
2. Reproductive 3 units
3. Embryology 2 or 3 units

C. Small Groups (Meet on Tuesday, Laboratory day for one hour per week)

Twenty-four students

Eight per group for discussion and quiz

One group per instructor

D. Evaluation of Pilot Group

1. Instruction Evaluation
   - a. Review of units of other instructors
   - b. Students participation in small group discussion
   - c. Item analysis of examination scores - (Same examination for pilot group and regular group)
2. Student Evaluation
   - a. Evaluation form for each slide-tape presentations, learning guides and small groups.
   - b. Comparision of examination score with students in regular program.

V. Pattern for Learning Guide

A. Objectives

B. Work sheet may include any or all of the following:

1. Diagrams
2. Questions
3. Problem solving
4. Models
5. Dissection

Behavioral objectives designed for quiz, small group participation and testing of terminal unit performance. All unit examinations will be multiple choice. Quizzes are designed to match behavioral objectives.

Work Sheets/Learning Guides serve as study guides, as they involve multiple learning tasks to aid the student in initial learning and retention.

VI. Planning for Total Course

A. Introduction

In planning for individualization of Anatomy and Physiology several factors were reviewed. Number of students, faculty, room utilization and equipment needed were discussed, in addition to the general plan of the course content.

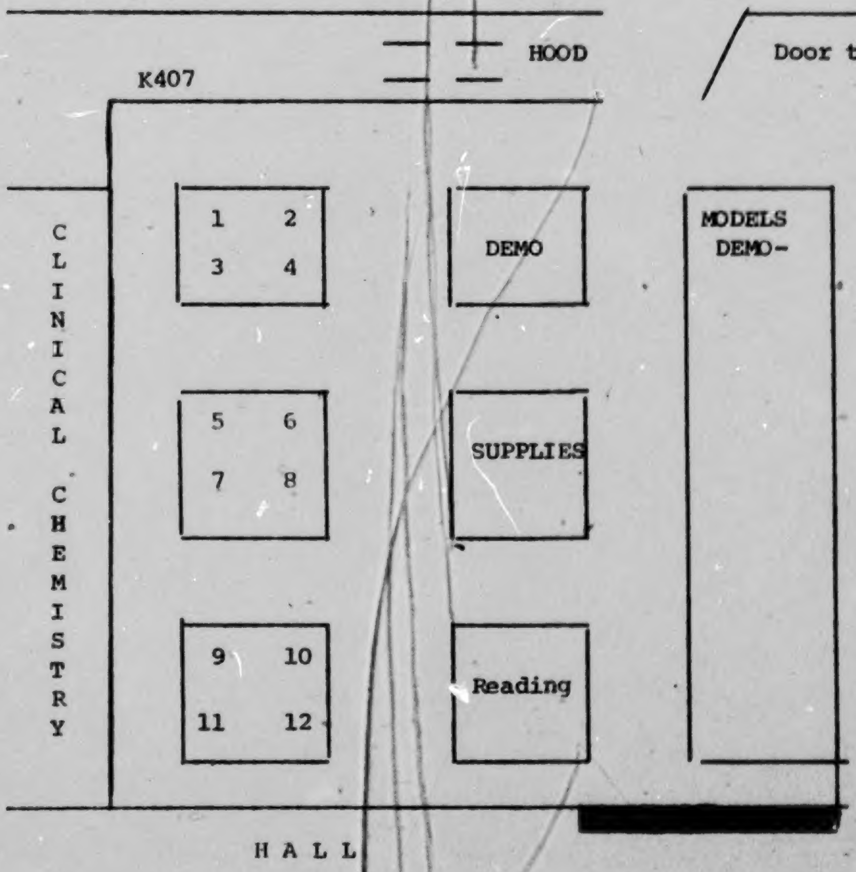
A plan for adaption of K407 is attached. This seems more feasible than completely equipping 16 new carrels - If new building is planned, it would be advisable to include new carrels for Anatomy and Physiology in the planning.

A plan for faculty staffing is presented. It is based on 200 students. This will include Dental Associate Degree Students (36) and increase of 10 in Technical Nursing.

B. Design for utilization of K407

1. Table top usage

   a. Caramate (type of hardware)
      Kodak slide trays
      Could be placed on lab bench
   b. Karl Friedline (Instructional Media Center) would have replacement, if repair needed.
   c. Monna Thompson recommended this as best for table top.


HOOD
Door to 406
K407
CLINICAL CHEMISTRY
1 2
3 4
5 6
7 8
9 10
11 12
DEMO
SUPPLIES
Reading
MODELS
DEMO-
HALL

NOTE: This would probably cause problem with use of room for Clinical Chemistry.

C. Alternate Plan for equipment:

1. Equipment:

a. 55 hours per week coverage

b. Each student spends 4 hours/week in carrel = 200 x 4 = 800 booth hours per week.

800 ÷ 55 = 14.5 or 15 carrels needed as minimum - Would recommend 16 carrels to cover peak times

c. Cost of carrell and equipment

$7000
16 carrell
16 Sawyer
16 Telex recorders
32 head sets

d. Lab Area

Display (5 setups)

Literature (4 copies) area for reading

Dissection (16 small pan set ups)

One rat per student, small pan-setup

D. Student - Faculty Plan

1. Number Students - 200

Classes	Weekly
1. General Assembly Session	1 hour
2. Small Group of 8-10 students 20 groups	1 hour
3. Independent Study	4 hours

2. Instructors

a. Team Leader (1) - 2 groups + General + AVT

b. Group Leaders (4) - 6 groups + AVT (12 hours)

c. AVT Coverage - 8-10 pm Monday through Thursday; 8-5 pm Friday; 8-12 Saturday

3. This would preclude instructors teaching other courses. AVT could be covered by a teaching assistant with proper guidance, possibly a graduate biology (Major Zoology) student. If faculty had other classes AVT time could be reduced, however, it is essential for total course for all instructors to participate in AVT portion.

WESTERN WISCONSIN TECHNICAL INSTITUTE - HEALTH OCCUPATIONS DIVISION

CLASS SCHEDULE

PROGRAM: Tentative Schedule

TERM: ____ YEAR: ____

HR.	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
(0) 7- 8						
(1) 8- 9	General Assembly	AVT	Group 8 AVT	AVT	Group 17 AVT	AVT
(2) 9-10	AVT	Group 4		Group 12		
(3) 10-11			Group 9		Group 18	
(4) 11-12	Group 1	Group 5		Group 13		
(5) 12- 1			Group 10		Group 19	
(6) 1- 2	Group 2	Group 6		Group 14	Group 20	
(7) 2- 3			Group 11			
(8) 3- 4	Group 3	Group 7		Group 15		
(9) 4- 5				Group 16		
(10) 5- 6	AVT to 10	AVT - 10	AVT - 10	AVT -		

WESTERN WISCONSIN TECHNICAL INSTITUTE
Health Occupations Division
ANATOMY AND PHYSIOLOGY
STUDY GUIDE

ENDOCRINE SYSTEM

PART I

INTRODUCTION

OBJECTIVES:

1. Identify the basic differences between endocrine and exocrine glands.

2. Name and locate the endocrine glands of the body.

3. Identify the basic differences in endocrine and nervous system control and integration of body functions.

4. List the general functions of the endocrine system?

5. Define "hormone", "target cell" and "endocrine system".

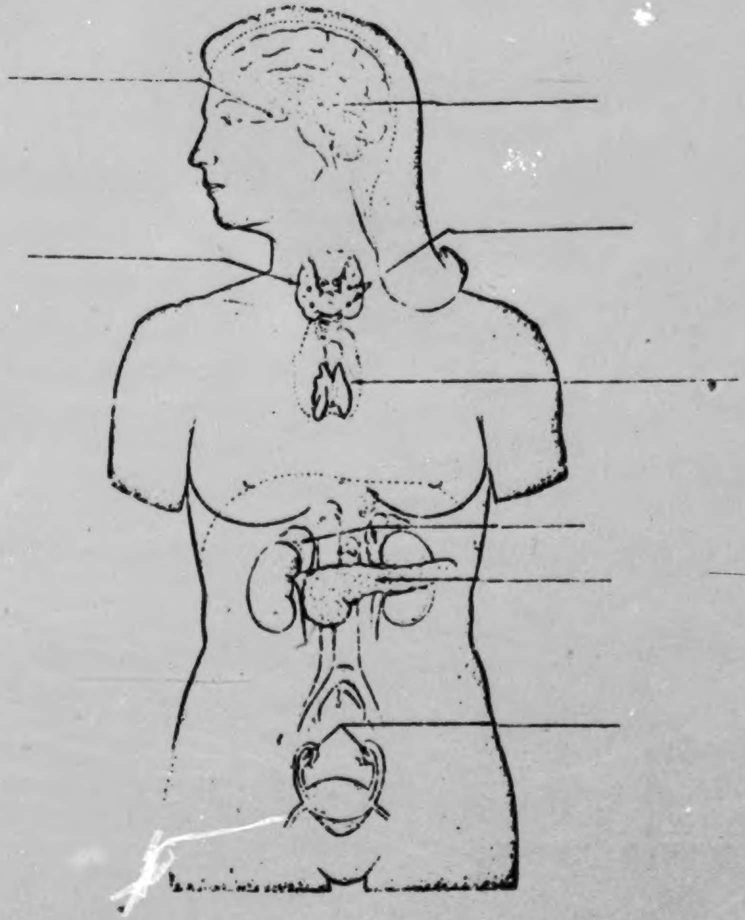
6. Describe the chemical nature of hormones.

7. Identify the types of chemical reactions hormones control.

8. Explain the role of cyclic AMP in hormone action.

I. Define Endocrine System

II. Label the following diagram.



III. How are endocrine glands different from other glands?
Define Endocrine Gland.

Define Exocrine Gland.

IV. List the basic functions of the endocrine system.

1.

2.

3.

V. Exercise #1

Compare and contrast the nervous system and endocrine system control mechanisms using page 267 of your text as an information source.

Characteristics	Nervous System	Endocrine System
Mechanism or tools of control		
Method or Route of communication		
Types of cells controlled		
Type of response expected		

VI. How the endocrine system carries out its functions.

Define Hormones.

List the chemical reactions hormones control.

1.

2.

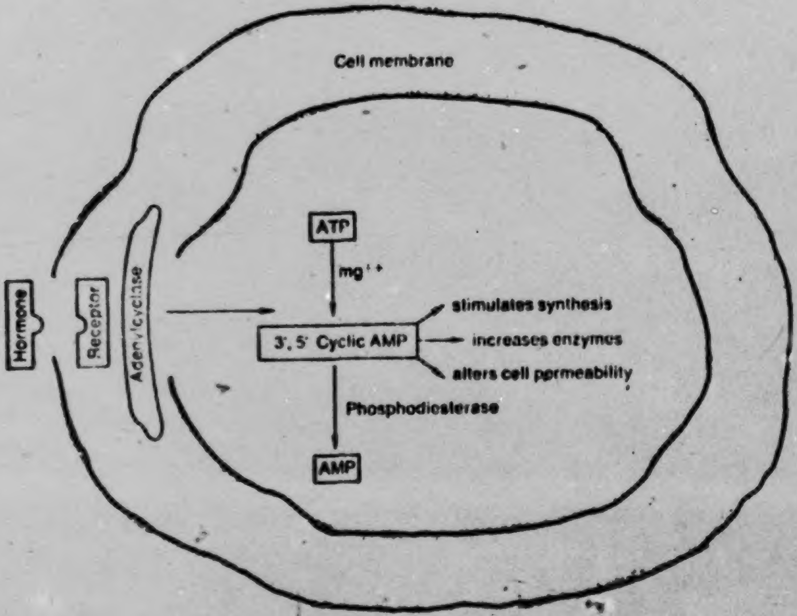
3.

4.

5.

Define target tissue -

Method of Action of Hormones.


Cell membrane
Hormone
Receptor
Adenylcyclase
ATP
mg⁺⁺
3', 5' Cyclic AMP
stimulates synthesis
increases enzymes
alters cell permeability
Phosphodiesterase
AMP

REVIEW QUESTIONS

1. How are endocrine glands different from other glands?

2. What is the function of the endocrine system?

3. Where is the pituitary gland located? the adrenal gland? the thyroid gland?

4. How does nervous system control differ from endocrine system control?

5. What is a hormone?

6. What chemical reactions are controlled by hormones?

7. What is a target tissue?

8. Why is cyclic AMP called a "second messenger" in hormone action?

WESTERN WISCONSIN TECHNICAL INSTITUTE
Health Occupations Division

ANATOMY AND PHYSIOLOGY

ENDOCRINE SYSTEM

* Slide No. PART I

INTRODUCTION

Hello, welcome to the wonderful world of learning. Today I would like to introduce you to the endocrine system. But before we begin, let me introduce myself. My name is Mrs. Ekern and my office is K-408. If you need any assistance with this material please feel free to come in and discuss it with me or one of the instructors on duty in the auto-tutorial lab.

Before we begin, please open your study guide to page 1. On this page you will find a list of eight objectives or goals you should be able to fulfill after you have completed this presentation. Please stop the tape and read these objectives.

Let us begin by defining what constitutes the endocrine system. *2 The endocrine system consists of a diverse group of ductless glands which produce and secrete chemical regulators called hormones, directly into the blood stream. You may wish to stop the tape and write this definition in your study guide.

The names and locations of the endocrine glands we will be studying are seen on this next slide. *3 Stop the tape and label the diagram in your study guide.

Before we begin studying each individual endocrine gland, it would be advantageous to discuss the common characteristics of the entire endocrine system. We want to answer such questions as ___ *4 What makes the endocrine glands different from other glands? *5 What are the basic functions of the endocrine system? *6 How are the functions of the endocrine system similar to those of the nervous system? *7 How does the endocrine system carry out its functions?

First *8 how are endocrine glands different from other glands? The glands of the body are divided into two categories, endocrine and exocrine. *9 Endocrine refers to glands without ducts that secrete chemicals called hormones. In contrast exocrine glands release their secretions into ducts which transport the secretions to their area of need usually outside of the body or in body cavities. *10 An example of some well known exocrine glands are sweat glands, mucous secreting goblet cells, and salivary glands. Can you name any others? The pancrease consists of both an exocrine gland and an endocrine gland. *11 The exocrine portion of the pancrease produces pancreatic enzymes which are transported via the pancreatic ducts to the duodenum where the enzymes help digest foods. In contrast the endocrine glands of the pancreas produce the hormones insulin and glucagon which are secreted into blood capillaries surrounding the pancrease. The hormones are thus carried in the blood to every cell in the body, where they can regulate the amount of glucose getting into the cell for energy utilization. Before you continue you may wish to take down the basic definitions of exocrine and endocrine glands in your study guide.

*12What is the basic function of this endocrine system? *13 The basic function of the endocrine system is to communicate, control and integrate all the tissues of the body into a functioning unit so that it can grow and adapt to changes in its external and internal environment. These are the same basic functions of the nervous system but each of these systems accomplish their tasks in a different way with different tools. Stop the tape and complete Exercise I in your study guide.

Let's go over what you have just completed. *14 The mechanism and tools of control for the nervous system consists of nerve impulses communicated via nerves from one specific structure to another. In contrast the endocrine system uses hormones communicated via the blood to all cells of the body. The nervous system can control only muscle and gland cells directly while the endocrine system can control directly all cells of the body or only specific target tissues. The response expected from nervous control is rapid and short lasting, while endocrine control provides a slow but long lasting response.

The endocrine system carries out its functions of control and integration through chemical regulators called hormones. Let's therefore discuss what these hormones are chemically and how they act to control and integrate the body tissues. *15 Most hormones are protein or steroid molecules. They are unique chemicals that do not initiate a chemical reaction but act to control the rate at which a chemical reaction proceeds. I like to think of a chemical reaction as a bus trip to Minneapolis and the hormone as the man regulating the gears. We would get to Minneapolis in low gear just as well as in high gear but a hormone shift into high gear would get us there a whole lot faster and more efficiently. If there is a load of emergency blood on this bus for transport, the ability to shift into high gear could be a life and death matter. Unfortunately, chemical reactions are more complex and diverse than a bus trip. The *16 chemical reactions, hormones control are the chemical reactions involved in cellular metabolism, growth and development, cellular differentiation and reproduction. Also by controlling chemical reactions hormones allow us to maintain homeostasis in stressful situations.

The cells acted on by hormones are referred to as "targets". Some hormones act on only one type of cell or tissue. For example, the thyroid stimulating hormone acts only on thyroid gland cells. Other hormones can act on every cell of the body. An example of this is the thyroid hormone thyroxine, which regulates the metabolic rate of every cell.

The mechanisms by which hormones control cellular chemical reactions are not completely known yet. Since most hormones are large molecules that cannot get inside their target cells they must exert their control somehow through the cell membrane. *17 It was recently found that some hormones react with their specific target cell membranes to cause the release of an enzyme called adenyl cyclase inside the cell. Adenyl cyclase then catalyzes the breakdown of ATP to cyclic AMP. Cyclic AMP then acts as the "second messenger" inside the cell to control specific chemical reactions. For additional information on cyclic AMP stop the tape and read the optional reading article provided at the center table.

Well we are just about finished introducing this very interesting but complex endocrine system. If you have not already done so - fill in the information required in your study guide, so you will have complete notes when exam time comes. It also may be helpful to answer the review questions at this time to see if you understand the material you have been presented.

Good luck - and see you in Part II of the endocrine system.

WESTERN WISCONSIN TECHNICAL INSTITUTE
Health Occupations Division
ANATOMY AND PHYSIOLOGY

EMBRYOLOGY

STUDY QUESTIONS AND REVIEW:

1. Define embryology.

2. What are the six (6) hormones involved in pregnancy? Describe the effects these hormones have on structures and processes.

3. Define ovulation, insemination and fertilization (be aware of synonymous terms). Describe the role of female reproductive organs in these processes.

4. Trace the movement of an egg from the ovary to the uterus. When and where does fertilization normally occur? What happens to a fertilized egg (zygote) as it passes into and implants in the uterus? What is implantation?

5. Identify the germ layers and the types of tissue they will produce.

6. Describe the function of six (6) extra embryonic structures (i.e., those not truly a part of mother or fetus). Also identify their anatomic relationship to both fetus and mother.

7. Describe the structure of the placenta and the activities taking place there.

8. In what order do the different systems appear and become functional?

9. Discuss maternal changes during pregnancy.

10. Explain the three (3) stages of childbirth.

11. Describe, in detail, the anatomy and function of fetal circulation and distinguish between fetal and adult circulation.

12. Review cell reproduction, reproductive anatomy and Rh factor.

    1) In one (1) typewritten page discuss the following topic: "How is the reproductive system of humans uniquely suited to the preservation of the species". You must describe 20 different structures, tissues, and processes or characteristics that contribute to successful childbirth.

    2) In one (1) typewritten page or orally describe a congenital abnormality. Be sure to identify what it is, how it differs from normal, how it occurs, what are its consequences. You must identify two sources. Do not copy!

WESTERN WISCONSIN TECHNICAL INSTITUTE
Health Occupations Division
ANATOMY AND PHYSIOLOGY

EMBRYOLOGY

Examination 1

1. Define embryology

2. Identify 4 Hormones involved in pregnancy.

3. What two (2) Hormones will be present only during pregnancy and what does each do?

4. Identify 4 effects of LH on bodily tissue or reproductive process.

5. Fertilization is synonymous with:
   A. Conception
   B. Insemination
   C. Coitus
   D. Ovulation

6. Fertilization normally occurs in the:
   A. Ovary
   B. Upper third (1/3) of uterine tube
   C. Ectopia
   D. Uterus

7. What cell organelle aids the movement of an ova toward the uterus:
   A. Peristalsis
   B. Fimbria
   C. Fallopian tube
   D. Cilia

8. How does implantation occur? Will an unfertilized egg implant?

9. Identify three tissues derived from Mesoderm.

10. Explain the value of 4 extra embryonic tissues.

11. Which two (2) of the following become functional last?
    A. Nervous system
    B. Digestive system
    C. Urogenital system
    D. Circulatory system

12. Describe, in writing and/or with a simple labelled diagram, how the placenta can exchange nutrients and waste.

13. Itemize six (6) normal maternal changes occurring during prenancy (be specific).

14. What are the functions of the following during second stage of childbirth?
    A. Cervix

    B. Fundus

15. For what reason does the fetal heart differ from the adult heart?

16. What will result if either the ductus arteriosus or foramen ovace does not close?

17. Identify the Rh condition that will produce compatibility problems.

18. Label the following diagram.

EMBRYOLOGY

Quiz I

1. Embryology may be defined as the science of the development of:
    a. Egg and sperm
    b. The individual prior to birth
    c. The individual throughout his growing years
    d. The genitalia

2. All of the following contribute to successful pregnancy except:
    a. Maintenance of the endometrium
    b. Existence of an umbilical cord
    c. Presence of amnion and amnionic sac
    d. Development of mammary glands for lactation

3. Mitosis and Meiosis differ by which of the following statements:
    a. Mitosis occurs in somatic tissue; meiosis occurs in germ tissue
    b. Mitosis occurs in males; meiosis occurs in females
    c. Mitosis prodices two cells identical to mother cell; meiosis produces four cells identical to mother cells
    d. Mitosis produces cells of 23 chromosomes; meiosis produces cells of 46 chromosomes

4. An egg of ova moves down the fallopian tube by:
    a. Gravity
    b. Peristalsis
    c. Uterine contractions
    d. Menstrual flow

5. An ova is normally fertilized in the:
    a. Ovary
    b. Uterus
    c. Oviduct
    d. Vagina

6. In the developing embryo, the first system to become functional is the
    a. Circulatory
    b. Nervous
    c. Digestive
    d. Urogenital

7. All of the following are characteristic maternal changes during pregnancy except:
    a. Bluish-purple coloration of the vulva
    b. Striae of the abdomen
    c. Decreased total blood volume
    d. Eversion of the navel

8. The uterus is capable of containing a growing fetus primarily because it is:
    a. Muscular
    b. Devoid of nerves
    c. Closed at the cervix
    d. Elastic

9. An opening, the foramen ovale, exists in fetal circulation in order for blood to:
   - a. Enter the liver
   - b. Bypass the lungs
   - c. Return to the placenta
   - d. Bypass the digestive system

10. Which of the following does not represent a congenital abnormality:
   - a. Syphilitic blindness
   - b. Mumps (Infectious Parotitis)
   - c. Cleft palate and harelip
   - d. Patent ductus arteriosus

LEARNING GUIDE: R-1

REPRODUCTION OF CELLS

Assignment: Chapter 17 Textbook of Anatomy and Physiology Anthony and Kolthoff

INTRODUCTION

Reproduction is essential to the survival of each individual and to the human species. The reproductive processes can be divided into two closely related types, cellular and species. This unit deals with cellular reproduction that occurs continuously to provide the body with new duplicate cells and with the cells necessary to reproduce the human species.

OBJECTIVES:

1. Given a list select the definition for DNA and a gene.
2. Given a list, select the one word that best describes the function of DNA.
3. Given a drawing of a portion of DNA molecule label the components and accurately pair the bases.
4. Explain briefly the formation of RNA, including pairing, types and uses of RNA in the cell.
5. Briefly describe by diagram or in writing the importance of the gene to the cell.
6. Select an example of a cell that synthesizes more proteins than it needs for its own use.
7. Identify the definition of replication of DNA.
8. Define mitosis, meiosis, spermatogenesis and oogenesis.
9. Match the five phases of mitosis with their characteristics.
10. Briefly describe how meiosis differs from mitosis, including number of chromosomes resulting in daughter cells.
11. Demonstrate by a diagram the end chromosomal number resulting from spermatogenesis and oogenesis.

PROCEDURES:

1. Slide-tape #
2. View microscopic slides of white fish mitosis for drawing and identification.

PROCEDURES CONTINUED:

3. Examine models of mitosis for study of individual phases, and models of DNA-RNA.
4. Answer study questions.
5. Participation in group discussion.
6. Quiz.
7. Examination (Multiple choice questions)

STUDY QUESTIONS:

1. DNA may be defined as ______________________________.
2. A segment of DNA, consisting of a chain of about 1000 pairs of nucleotides is a ______________________.
3. The function of DNA may be best described as ______________________.
4. Draw a portion of a DNA molecule, correctly pairing the bases.
5. In RNA the __________ is substituted for thymine and pairs with __________.
6. The types of RNA are:
   a.
   b.
   c.
7. The function of RNA is ____________________, ____________________.
8. Describe by a written statement or diagram the importance of the gene to the cell.
9. The process by which DNA duplication or reproduction is accomplished is called ____________________.
10. Which of the following cells does not synthesize more proteins than it needs?
    a. Thyroid
    b. Adipose
    c. Adrenal
    d. Liver
    e. Alpha and beta cells
11. ______________ may be defined as a process by which cells reproduce to form two like cells.

STUDY QUESTIONS CONTINUED:

12. MATCHING: Each item in the right column may be used several times.

_____ a. Prepares for division

_____ b. Chromosome shorten and thicken; attach to centromere

_____ c. Divided schromosome and centromere move to opposite poles

_____ d. DNA uncoils, nucleolus and nuclear membrane reappear, spindle fibers disappear

_____ e. ENA replication

_____ f. Nucleolus and nuclear membrane disappear

_____ g. Centrioles move to opposite poles of cell and spindle fibers appear

_____ h. Chromosomes aligned across equator of cell

_____ i. Cytoplasm begins to divide by pinching in of cell membrane

1. metaphase
2. telophase
3. prophase
4. anaphase
5. interphase

13. Define meiosis:

14. List the differences between mitosis and meosis.

15. How does spermatogenesis differe from oogenesis? (include chromosomal number and final results).

16. Using the DNA-RNA Models build a DNA molecule of at least 6 bases - then construct a matching RNA Model .

QUESTIONS FOR DISCUSSION:

1. PTC taste test for genetic inherited factor.

2. Be prepared to discuss briefly one genetic disease (3-4 minutes).

MR:jem
8/5/75

Learning Guide: R-1

MITOSIS FIVE PHASES

USE LOWER PORTION OF EACH COLUMN TO MAKE A DRAWING FROM MICROSCOPE SLIDE.

INTERPHASE	PROPHASE	METAPHASE	ANAPHASE	TELOPHASE
1. Cell grows & prepares for division.	1. Chromosomes thicken coiled DNA.	1. Chromosomes align across equator of spindle fibers.	1. Centromeres divide in two chromatids to compose each chromosome from each other.	1. DNA uncoils chromosome elongated.
2. DNA replicates forming 2 chromatids	2. Centrioles move to opposite poles of the cell	2. Nucleolus & nuclear membrane disappear	2. Centromere (halves) more to opposite poles pulling 1 chromatid (chromatid becomes chromosome)	2. 2 new nucleolus 2 new nuclear membrane
3. Chromatids attached to centromere.	3. 1 chromosome = 2 chromatids attached at centromere	3. Each pair of chromatids attached to spindle fiber.		3. Spindle fibers disappear
	4. Spindle fibers appear poles			4. Cytoplasm begins to divide cell membrane. Pinches in, in middle, along equator.

PROPOSAL 3

INDIVIDUALIZATION OF ADVANCED SHORTHAND THROUGH THE DEVELOPMENT OF SELF-INSTRUCTIONAL MATERIALS

SUMMARY OF ACTIVITIES

STATEMENT OF THE PROBLEM

The purpose of this project is to establish a number of individualized advanced shorthand terminology units for use in either a classroom or a self-taught situation. Three units are to be developed, utilizing terminology which is applicable to the following:

1. Banks and Financial Institutions
2. The Trane Company
3. The Petroleum Industry

OBJECTIVES

The objectives of this project are to:

1. Increase the vocabulary of the students by familiarizing them with terminology common to specific occupational clusters.
2. Provide the students with a means to study and learn in either a classroom or in an individual situation.

FORMAT

Three terminology units were written and completed. Each unit contains (1) a programmed text, (2) a listing of approximately 300 words applicable to a particular occupation, (3) speed building cassette tapes, and (4) practice cassette tapes. Selected reproductions of the text are attached.

The purpose of each unit is to familiarize the students with specific occupational terminology, the spelling of the terms to develop shorthand shortcuts (a shorter method of writing shorthand outlines), and to utilize the shorthand shortcuts in actual letter transcription.

The student will work with a list of approximately 25 words at a time. The terminology which is specific to a particular occupation is presented in typed form with the standard shorthand outline presented opposite to it. From this, the students are instructed to develop shorter forms in their notebooks.

Upon completion of the first list of words, the students will refer to a vocabulary tape to practice the newly developed outlines. A self-check is made after the student has mastered the 25 words. The self-check consists of (1) utilizing the new outlines, (2) the spelling of the words, and (3) typewritten transcription. A score of 100 percent must be attained to proceed on to the next 25 words. If a score of less than 100 percent is attained, the student is instructed to repeat the tape and retake the self-check.

After completing all vocabulary lists in the text, the student is instructed to take a final vocabulary evaluation. This evaluation will contain approximately one-third of the total vocabulary studied and will be administered by the instructor. At the discretion of the instructor, the student will then proceed with "speed building".

Speed building is practiced from tapes, which range in speeds from 120 to 140 WAM. After this speed range is achieved, the student may request a transcription evaluation. The transcription evaluation will be administered by the instructor and will consist of four one-minute letters which are dictated at

120 WAM, utilizing the terminology studied. The student is expected to transcribe these four letters in 20 minutes in mailable form. This evaluation may be repeated at the discretion of the instructor.

OUTCOME

The results of the individualized advanced shorthand terminology units which were developed are:

1. One student, who presently is completing The Trane Company terminology unit, has reported favorably on this learning method.
2. The terminology unit which has been developed for Bank and Financial Institutions has also been adapted to an advanced classroom situation.

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INTRODUCTION

The purpose of the unit is to acquaint you with the vocabulary frequently used in banks and financial institutions. You will be working through exercises to devise shortcuts for these terms and will practice dictation utilizing them. Upon completion of the unit, you will be expected to score 100 percent on a vocabulary evaluation dictated at one word every three seconds and transcribe, in mailable form, four one-minute letters dictated at 120 wam. You will be allowed twenty minutes for transcription.

The material in the unit is presented in a sequential manner. For best results the sequence should be followed. Instructions are given before each section and self-checks occur after each section. You are expected to have 100 percent accuracy on each of these self-checks before proceeding to the next section.

Practice tapes are included with the unit. Tapes are provided for vocabulary practice and for speed building. After each section of the unit, you will be referred to a specific tape. For example, after you complete the Vocabulary List I, you will be referred to a tape that correlates with the vocabulary. Speed-building tapes range from 120 to 140 wam. You will only utilize these tapes after the entire vocabulary is mastered.

ALWAYS CONSULT WITH YOUR INSTRUCTOR IF A QUESTION ARISES.

You are now ready to begin. Turn the page.

REMEMBER

Your goal is to reach 100 percent accuracy on the vocabulary and take dictated material at 120 wam.

INSTRUCTIONS

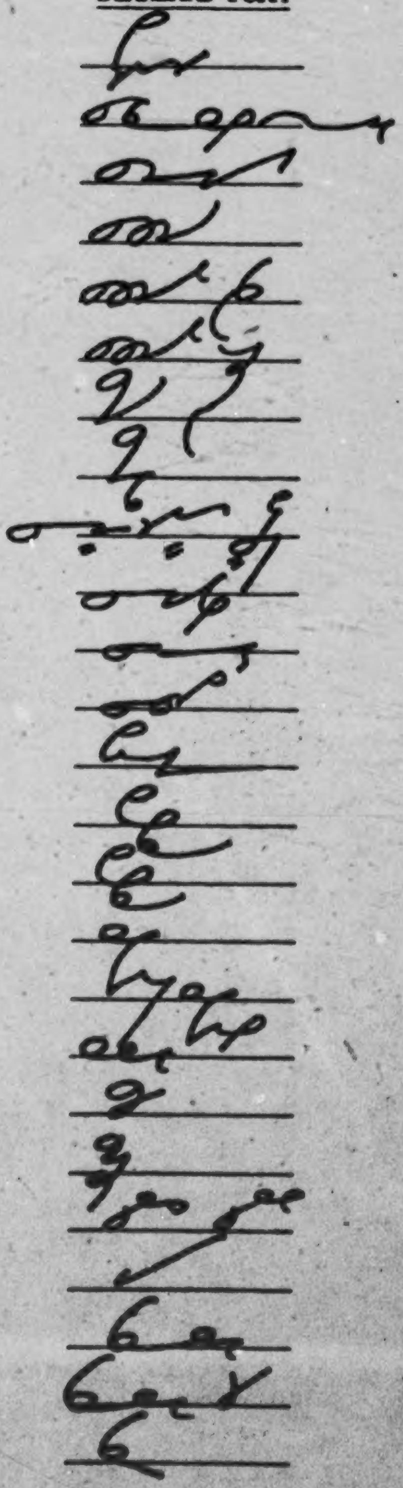
On the following page is a list of terms frequently used in a bank or financial institution. In each section a list of words will be presented. First the word will appear, followed by the standard shorthand outline, and then a blank line. For each outline presented decide for yourself whether the outline can be shortened without causing confusion during transcription. Some outlines may not lend themselves to shortcutting. When you have decided upon the outline that is the best for YOU, practice it several times in your shorthand notebook. DO NOT write in the booklet.

Practice the outline until you have it mastered. Turn the page and begin VOCABULARY LIST I.

REMEMBER

Work at your own pace and decide upon the outline that is best for you.

VOCABULARY LIST I



TERM	STANDARD FORM	PRACTICE
abstract		
acceleration clause		
accommodation		
account		
accounts payable		
accounts receivable		
agent		
agency		
American Stock Exchange		
amortization		
analysis		
annuity		
apportionment		
appraisal		
appraiser		
arbitrage		
arbitration		
arrears		
asset		
association		
attorney, attorneys		
audit		
balance		
balance sheet		
bank		

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INSTRUCTIONS

When you have an outline with which you can work successfully for each of these twenty-five words, refer to TAPE 1A, Side 1 for vocabulary practice. On each of the practice vocabulary tapes, the words will first be presented in alphabetical order and spelled, then in alphabetical order again, and then in random fashion. Repeat the tape until you have mastered the list. NOTE You may find it beneficial to write the words a second time from the random order and transcribe them.

REMEMBER Spelling is always important.

ARE YOU READY?

If you feel you have these twenty-five words mastered, turn the page for the self-check. Good luck.

REMEMBER You may repeat the self-check after further practice if you do not score 100 percent the first time.

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VOCABULARY LIST I SELF-CHECK

In your shorthand notebook, write the proper outline for the word indicated. Work completely through the list. After you have finished writing all the outlines for the words listed, transcribe them on a typewriter. When you have finished typing, refer back to the self-check to check your spelling and transcription.

1. abstract
2. accommodation
3. agent
4. American Stock Exchange
5. annuity
6. appraisal
7. arbitration
8. attorney, attorneys
9. balance sheet
10. bank

DID YOU SCORE 100 PERCENT??

If you did score 100 percent, then proceed to the next vocabulary list.

HOWEVER------

if you did not score 100 percent on this section of vocabulary, then refer back to the tape drill and practice until you are ready to try the self-check again. You may wish to consult with your instructor for further help.

REMEMBER

Repeat the same pattern for each of the vocabulary lists.

1. Devise your own shortcut
2. Practice the tapes
3. Take the self-check

CONGRATULATIONS!

You have now worked through the entire vocabulary list!!!

Upon completion of this exercise, you will be ready for the complete vocabulary evaluation. You now have the option of taking the evaluation immediately or working through the vocabulary tapes again before taking the evaluation.

THE DECISION IS YOURS!

HAVE YOU MADE YOUR DECISION?

Contact your instructor and he will administer the complete vocabulary evaluation. You may repeat the evaluation until you have 100 percent accuracy. Twenty-five percent of the words will be dictated by your instructor. You will transcribe them on a typewriter. Spelling is important and will be part of your grade.

GOOD LUCK!

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YOU ARE NOW READY TO
BEGIN SPEED BUILDING

The speed building in the program consists of a number of dictation tapes that contain several letters or reports involving the typical vocabulary used in banks and financial institutions. The speed ranges from 120 - 140 wam. Begin with TAPE 3D, Sides 1 and 2. You will also find additional speed building material on TAPE 3E, Sides 1 and 2 and TAPE 3F, Sides 1 and 2.

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YOU'RE ALMOST THERE!

At this point, you should be ready for the dictation-transcription evaluation. Your instructor will dictate four one-minute letters at 120 wam. Transcribe, in mailable form, as many of these letters as you can in twenty minutes.

You may repeat this evaluation if you do not master it the first time. Practice the speed building tapes once more, if you did not pass the evaluation.

ACCESSION NUMBER: VT102812

PUBLICATION DATE: 75

TITLE: IMPLEMENTING D.E. LEARNING SYSTEMS. FINAL REPORT.

DESCRIPTOR: *DISTRIBUTIVE EDUCATION; *DISTRIBUTIVE EDUCATION TEACHERS; *PERFORMANCE BASED EDUCATION; *INDIVIDUALIZED INSTRUCTION; *INSERVICE TEACHER EDUCATION; TEACHER WORKSHOPS; SECONDARY EDUCATION; POST SECONDARY EDUCATION; INSTRUCTOR COORDINATORS

IDENTIFIER: *IOWA

EDRS PRICE: MF AND HC AVAILABILITY WILL BE ANNOUNCED IN VOL. 9, NO. 6.

DESCRIPTIVE NOTE: 65P.

ABSTRACT: DESCRIBED IN THE 17-PAGE REPORT IS A PROJECT TO PROVIDE INSERVICE TRAINING TO IOWA DISTRIBUTIVE EDUCATION TEACHER-COORDINATORS TO EFFECTIVELY UTILIZE THE INTERSTATE DISTRIBUTIVE EDUCATION CURRICULUM CONSORTIUM MATERIALS, A SET OF 550 LEARNING ACTIVITY PACKAGES (L.A.P.). BASED ON RESULTS OF A NEEDS ASSESSMENT SURVEY TO IDENTIFY THE COMPETENCIES TEACHERS WANTED TO DEVELOP, AN EDUCATIONAL TASK FORCE PLANNED THE GOALS AND INSTRUCTIONAL STRATEGIES FOR A FIVE-DAY WORKSHOP. A TOTAL OF 114 TEACHERS AT HIGH SCHOOL OR POSTSECONDARY LEVELS PARTICIPATED IN ONE OF SIX WORKSHOPS CONDUCTED IN THE SPRING AND FALL OF 1974. THE WORKSHOP AGENDA, NEEDS ASSESSMENT AND EVALUATION INSTRUMENTS, AND LEARNING STRATEGIES DEVELOPED ARE INCLUDED IN THE DOCUMENT, ALONG WITH RECOMMENDATIONS FOR FURTHER STUDY. THE INSTRUCTIONAL MATERIALS DEVELOPED FOR THE WORKSHOP AS HANDOUTS TO AID IN IMPLEMENTING THE LEARNING SYSTEM ARE CONTAINED IN THE APPENDIX (47 PAGES). THESE INCLUDE: A LISTING OF CONCEPTS AND GENERALIZATIONS CONCERNING MARKETING AND ECONOMICS, GUIDELINES FOR ORIENTATION INTERVIEWS WITH PROSPECTIVE STUDENTS AND FOR TEACHER PREPLANNING, A DISTRIBUTIVE EDUCATION COMPETENCY CHART COMPILED FROM THE LUCY CRAWFORD CURRICULUM COMPETENCY STUDY, A LISTING OF COMPETENCIES TO BE USED WITH THE L.A.P., AN ARTICLE ON MANAGING LEARNING SYSTEMS, AND A CHECKLIST FOR SELF-EVALUATION. (RG)

INSTITUTION NAME: UNIVERSITY OF NORTHERN IOWA, CEDAR FALLS. DEPT. OF BUSINESS EDUCATION AND OFFICE ADMINISTRATION.

SPONSORING AGENCY NAME: OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

102 12

FINAL REPORT: IMPLEMENTING D.E. LEARNING SYSTEMS

EDUCATIONAL AGENCY: UNIVERSITY OF NORTHERN IOWA

ADDRESS: BUSINESS EDUCATION DEPARTMENT
UNIVERSITY OF NORTHERN IOWA
CEDAR FALLS, IOWA 50613

PROJECT DIRECTOR: ROGER DITZENBERGER

DURATION OF PROJECT: MAY 1, 1974 to JUNE 30, 1975
PHASE I: MAY 1, 1974 to JUNE 30, 1974
PHASE II: JULY 1, 1974 to JUNE 30, 1975

VT 102 812

OBJECTIVES OF THE PROJECT

The purpose of the project was to provide in-service training to Iowa vocational distributive education teacher-coordinators to utilize the Inter-State Distributive Education Curriculum Consortium materials. Specifically the project was initiated to:

1. Provide knowledge and understanding of the elements of the Inter-State Distributive Curriculum Consortium.
2. To orient the teacher-coordinators on how to use the D.E. consortium materials in their local D.E. program.
3. To provide each Iowa D.E. coordinator receiving the in-service education with a complete set of the 550 learning activity packages.

PROCEDURES FOLLOWED

IDENTIFICATION OF IN-SERVICE NEEDS

In order to identify the educational needs of Iowa teacher-coordinators to effectively use the I.D.E.C.C. materials, an educational task force was organized. The task force was asked to complete a needs assessment instrument (see pages 2&3) to identify the in-service needs of Iowa distributive education teacher-coordinators to effectively organize and implement the Inter-State Distributive Education Curriculum. After completing the needs assessment instrument, the task force members were asked to decide time allocations for each of the modules selected for the workshop (see pages 4&5 for planning form). Considerable time was spent in also identifying emphasis and major workshop goals.

NEEDS ASSESSMENT OF IOWA
D.E. COORDINATOR TO IMPLEMENT I.D.E.C.

Directions: Please check the appropriate column to determine competencies to develop during in-service workshops. When you have completed your survey, please go back through the items you checked in the MUST KNOW column and circle the items you feel are HIGH-priority workshop items.

MODULE	COMPETENCIES	MUST KNOW	SHOULD KNOW	HELPFUL	UNDECIDED
SECTION I. BASIC KNOWLEDGES AND UNDERSTANDINGS ABOUT I.D.E.C. SYSTEM					
1.	Where and why I.D.E.C. was developed.				
2.	What is a competency.				
3.	Elements or features of the I.D.E.C. system.				
4.	Purpose of the I.D.E.C. system.				
5.	Common misconceptions about I.D.E.C.				
6.	Benefits of I.D.E.C. system.				
7.	Lucy Crawford Study - I.D.E.C. - D.E. Program.				
8.	Breakdown chart of task analysis competencies.				
9.	What curriculum areas are in I.D.E.C.				
10.	What curriculum areas are not in I.D.E.C.				
11.	Importance of common competencies				
12.	Role of the "D.E. Learning Manager"				
13.	Introduction to the Inter-State D.E. Learning System.				
SECTION II. CURRICULUM PLANNING AND ORGANIZING IN YOUR PROGRAM					
14.	How to use the new computer print-out to plan and organize your curriculum.				
15.	How to organize your D.E. curriculum using the I.D.E.C. system.				
16	How to use competency-based training plans to improve your O.J.T. curriculum.				
17.	How to organize a filing system to house I.D.E.C.				
18.	Duplicating I.D.E.C. materials.				
19.	Supplies and equipment needed for I.D.E.C.				
20.	The Master Resource List				
21.	How to sell administrators on system.				
22.	How to organize sales training program				
23.	Importance of a balance of approaches to instruction.				
24.	Importance of studying L.A.P. material				

SECTION III. DIRECTING LEARNING ACTIVITIES IN YOUR D.E. PROGRAM

MODULE	COMPETENCIES	MUST KNOW	SHOULD KNOW	HELPFUL	UNDECIDED
25.	Explaining system to students				
26.	Career counseling of individual D.E. students.				
27.	Counseling D.E. students for individual growth.				
28.	What are the basic components of the L.A.P.				
29.	Uses of pre- and post-tests.				
30.	Competency areas unique to individualize instruction.				
31.	Behavioral objectives - how, & what to explain to students.				
32.	Sequence of the Learning Activity Package.				
33.	Ideas on when to use group or individual activities.				
34.	How to use learning activity page (options).				
35.	Explanation of self-contained individual instruction materials.				
36.	How to use Learning Manager's Guide page.				
37.	How to use Pre-test and Post-test key pages.				
38.	How student goes through L.A.P. individually.				
39.	Use of student competency record forms.				

WORKSHEET FOR
PLANNING SUMMER WORKSHOPS

Questions We Need To Discuss

1. What emphasis and time allocation should we give to:
    a. Basic knowledges and understandings about the I.D.E.C. System (Section 1).

    b. Curriculum Planning and Organizing in your D.E. Program (Section II).

    c. Directing Learning Activities in your D. E. Program (Section III).

2. What specific competencies should be developed?

3. What learning strategies should we use to develop each competency.

4. What should be included in the notebook?

MAJOR GOALS:

CONCEPTS	STRATEGIES - ACTIVITIES
MONDAY	
TUESDAY	
WEDNESDAY	
THURSDAY	
FRIDAY	

DEVELOPMENT OF INSTRUCTIONAL MATERIALS

Upon completion of the needs assessment instrument and workshop goal planning, planning time was spent in determining which instructional strategy would best develop the stated competencies. The form, Learning Strategies for D.E. Summer Workshop, provides a break down of the strategies to be developed for the workshop (see pages 7 & 8 for Learning Strategies form). All the instructional materials developed for the workshop are provided in Appendix A: Workshop Materials on pages ___.

WORKSHOPS TO DEVELOP D.E. LEARNING MANAGERS

A total of six workshops were conducted to fulfill the objectives of the project. Sixty-one of the sixty-five Iowa high school distributive education coordinators attended the three summer workshops. The summer workshops were conducted on:

Workshop I: June 3 - June 8, 1974, Ankeny
23 high school D.E. coordinators attended
5 post-secondary coordinators attended
2 multi-occupations coordinators attended

Workshop II: June 24 - June 29, 1974, Cedar Falls
15 high school coordinators attended
7 post-secondary coordinators
3 multi-occupations coordinators attended

Workshop III: July 29 - August 2, 1974
21 high school coordinators attended
4 post-secondary coordinators

Workshop IV: October 12 - October 19, 1974, Webster City
11 post-secondary coordinators attended

Workshop V: October 13 - October 20, 1974, Cedar Rapids
13 post-secondary coordinators attended

Workshop VI: October 15 - October 22, 1974, Ankeny
8 post-secondary coordinators attended
2 high school coordinators attended

The workshops were attended by a total of 114 teachers.

LEARNING STRATEGIES FOR D.E. SUMMER WORKSHOP

MODULE	COMPETENCY	STRATEGY	NOTEBOOK
BASIC UNDERSTANDINGS			
	1. Where - why I.D.E.C. was developed.	Transparency	
	2. What is a competency.	Transparency	
	3. Elements or features of the I.D.E.C. system.	Transparency	
	4. Purpose of the I.D.E.C. system.	Transparency	
	5. Common Misconceptions about I.D.E.C.	Transparency	
	6. Benefits of I.D.E.C. system.	Transparency	
	7. Lucy Crawford Study - I.D.E.C. - your D. E. program.	Transparency	
	8. Breakdown chart of task analysis competencies.	Transparency	X
	9. What curriculum areas are in I.D.E.C.	Transparency	
	10. What curriculum areas are not in I.D.E.C.	Transparency	
	11. The common competencies - Their Importance	Transparency	X
	12. Role of the "D.E. Learning Manager".	Slide Presentation	
	13. Introduction to Inter-State D.E. Learning System.	Slide Presentation	
CURRICULUM PLANNING AND ORGANIZING IN YOUR D.E. PROGRAM			
	14. How to use the new computer print-out to plan and organize your curriculum.		
	15. How to organize your D.E. curriculum using I.D.E.C. materials	Small Group Workshop	
	16. How to use competency-based training plans to improve your O.J.T. curriculum		
	17. How to organize a filing system to house I.D.E.C.		X File Tabs
	18. Duplicating I.D.E.C. materials		
	19. Supplies and equipment needed for I.D.E.C.		
	20. Master Resource List		X
	21. How to sell system to administrators.		
	22. How to organize sales training program using I.D.E.C. materials.		
	23. Importance of a balance of approaches to instruction.	Lecture	
	24. Importance of studying L.A.P. material.	Lecture	
DIRECTING LEARNING ACTIVITIES IN YOUR D.E. PROGRAM			
	25. Explaining system to students	Video Tape Model	
	26. Career counseling of D. E. student.	Video Tape Model	

MODULE	COMPETENCY	STRATEGY	NOTEBOOK
27.	Counseling D.E. students for individual growth.	Transparency presentation	
28.	What are the basic components of the learning activity package.		
29.	How to use pre- and post-tests.	Model Demonstrations How to use L.A.P.	
30.	Competency areas unique to individual instruction.		
31.	Behavioral objectives--how and what to explain to students.		
32.	Sequence of the Learning Activity Package.		
33.	Ideas on when to use group or individual activities.	Model Demonstrations How to use L.A.P.	
34.	How to use learning activity page (Options)	Model Demonstrations How to use L.A.P.	
35.	Explanation of individual instruction materials.	Model Demonstrations How to use L.A.P.	
36.	How to use Learning Managers Guide page.		
37.	How to use pre-test and post-test Key pages.		
38.	How student competency record forms.		

SUMMARY OF ACCOMPLISHMENTS

A primary purpose of the in-service program was to provide the teacher-coordinators with knowledge and understanding of the elements of the Inter-State Distributive Education Consortium. The agenda for the in-service training program was:

Day One

What is a Learning System
How and why was the Inter-State D.E. Curriculum developed
The purpose of a D.E. learning system
Common misconceptions about I.D.E.C.C.
Features and elements of I.D.E.C.C.
Benefits of I.D.E.C.C.
The role of the "D.E. Learning Manager"
L.A.P.'s . . . for those who hear a different drummer

Day Two

What curriculum areas are in I.D.E.C.C.
Steps to follow to implement I.D.E.C.C.
Career counseling of D.E. students
Counseling D.E. students for individual growth
Using the computer print-out to organize D.E. curriculum
How to organize your D.E. curriculum using I.D.E.C.C. materials

Day Three

Curriculum models for D.E. program instruction
Organizing a filing system to house I.D.E.C.C.
A look at the L.A.P.'s

Day Four

Sales Training--A model I.D.E.C.C. program
How to use a L.A.P.

Day Five

Review
Steps in implementing the I.D.E.C.C. Learning System
Curriculum Planning
Curriculum Organizing
Evaluating Student Progress

An evaluation instrument was developed to measure the teacher-coordinators attitude toward barriers to implementing the learning system. The questionnaire on pages 10 - 15 was completed by 63 Iowa distributive education teachers in August of 1975 and the results will be forwarded in a separate report to the Iowa Research Coordinating Unit.

I. BACKGROUND INFORMATION

1. Age ______________ 2. State ______________

3. Number of years experience in present distributive education teaching position. ______________

4. Were you involved in writing learning activity packages for the Inter-State Distributive Education Curriculum Consortium?
_____ Yes
_____ No

5. How many days in-service training have you received in a workshop or course specifically set up to provide information to use the Inter-State Distributive Education Curriculum (I.D.E.C.C.)?
_____ Number of days
_____ None

6. How many students are enrolled in your D.E. program? (If you are one teacher in a multi-teacher program, please count only the number of students you are responsible for in terms of providing classroom instruction, on-the-job training, and D.E.C.A.)
_____ Number of students

7. Have you received a set of the learning activity packages developed by the Inter-State Distributive Education Curriculum Consortium?
_____ Yes
_____ No

II. DISTRIBUTIVE EDUCATION CURRICULUM APPROACHES

Instructions:

The purpose of this section of the opinionnaire is to obtain some general information from distributive education teachers. We are interested in your personal opinion. There are no right or wrong responses, so do not hesitate to respond to each statement frankly. We have tried to cover many different and opposing points of view; you may find yourself strongly agreeing with some of the statements, disagreeing just as strongly with others, and perhaps uncertain about others. Whether you agree or disagree with any statement, you can be sure that many other people feel the same as you do. Please be sure you DO NOT OMIT ANY STATEMENT.

You are asked to respond by circling the appropriate letter, using the following code:

Strongly Agree	SA
Agree	A
Uncertain	U
Disagree	D
Strongly Disagree	SD

STRONGLY AGREE / AGREE / UNDECIDED / DISAGREE / STRONGLY DISAGREE

1. Teachers should conduct classes without assistance and discourage others from helping. SA A U D SD

2. I find that individualized instruction using behavioral objectives is valuable in helping the student succeed. SA A U D SD

3. I do not work well enough with others to make differentiated team teaching work. SA A U D SD

		STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
4.	I think the use of behavioral objectives with individualized learning experiences should help students develop to their potential.	SA	A	U	D	SD
5.	Early occupational education may stimulate a better attitude toward school work in later years.	SA	A	U	D	SD
6.	Vocational education can do little to alleviate the problems of disadvantaged people.	SA	A	U	D	SD
7.	Use of differentiated team teaching would allow a more varied content in lessons.	SA	A	U	D	SD
8.	I think there's no harm in starting occupational preparation for young school children.	SA	A	U	D	SD
9.	I accept the idea that individualized instruction using behavioral objectives allows students to experience success more often.	SA	A	U	D	SD
10.	Schools can't do much to develop positive attitudes toward work.	SA	A	U	D	SD
11.	I'm convinced that differentiated team teaching is a waste of time.	SA	A	U	D	SD
12.	Vocational teachers can make a real contribution to occupational education at the elementary level.	SA	A	U	D	SD
13.	I would greatly dislike being a member of a differentiated teaching team.	SA	A	U	D	SD
14.	I believe it is more important to work with an entire class than to spend a lot of time with individuals.	SA	A	U	D	SD
15.	I believe that increased emphasis on adult vocational programs would eventually reduce inner-city unemployment.	SA	A	U	D	SD
16.	Students can benefit little from occupational education in the elementary grades.	SA	A	U	D	SD
17.	Teaching teams allow a teacher to spend more time developing creativity, responsibility, and habits of inquiry in students.	SA	A	U	D	SD
18.	I uphold the differentiated team teaching concept as permitting a natural exchange of ideas.	SA	A	U	D	SD
19.	We now have more vocational programs than we need for the disadvantaged.	SA	A	U	D	SD
20.	There is no need in the elementary curriculum for the addition of occupational education.	SA	A	U	D	SD
21.	I say that differentiated team teaching is asking too much of established teachers.	SA	A	U	D	SD

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III. IMPLEMENTING AND USING THE INTER-STATE DISTRIBUTIVE EDUCATION CURRICULUM CONSORTIUM

Instructions:

The purpose of this section is to identify your feelings about using the Inter-State Distributive Education Curriculum Consortium project in your D.E. program. There are no wrong answers to each statement, so do not hesitate to respond to each statement frankly.

You are asked to respond by circling the appropriate letter, using the following code:

Strongly Agree	SA
Agree	A
Uncertain	U
Disagree	D
Strongly Disagree	SD

	STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
1. The administration in my school has been philosophically supportive of the I.D.E.C.C. project.	SA	A	U	D	SD
2. Departmental approval has aided in implementing and using the I.D.E.C.C. project.	SA	A	U	D	SD
3. Administrative financial support for the following equipment has aided in implementing and using the I.D.E.C.C. learning system:					
a. Adequate file cabinets to house the materials.	SA	A	U	D	SD
b. Overhead projector to use transparencies.	SA	A	U	D	SD
c. Copying equipment to make copies of pages of the learning activity packages.	SA	A	U	D	SD
d. Audio-visual equipment needed to individualize instruction.	SA	A	U	D	SD
4. Administrative financial support for the following supplies has aided in implementing and using the I.D.E.C.C. learning system:					
a. File folders to house each learning activity package.	SA	A	U	D	SD
b. Thermofax or spirit duplicator masters to provide originals for multiple copies.	SA	A	U	D	SD
c. Copy paper to run multiple copies of learning package materials.	SA	A	U	D	SD
d. Transparency film to make transparencies for classroom use.	SA	A	U	D	SD
e. File tabs available from the Ohio State D.E. Materials Laboratory to identify each learning activity package file.	SA	A	U	D	SD
f. Extra divider pages available from the Ohio State D.E. Materials Laboratory	SA	A	U	D	SD
g. Pre- and post-test keys for each subject-matter competency.	SA	A	U	D	SD
h. Student competency record forms available from the Ohio State D.E. Materials Laboratory	SA	A	U	D	SD
5. Administrative financial support for the books, records, filmstrips, etc., has aided in implementing and using the I.D.E.C.C. learning system.	SA	A	U	D	SD
6. I am confident in my ability to effectively hand-schedule or use a computer printout to set up the I.D.E.C.C. learning system.	SA	A	U	D	SD
7. I believe that competencies should be the curriculum base for the I.D.E.C.C. learning system.	SA	A	U	D	SD

STRONGLY AGREE
AGREE
UNDECIDED
DISAGREE
STRONGLY DISAGREE

8. I do not feel confident in individualizing instruction in my D.E. program through the I.D.E.C.C. learning system. SA A U D SD

9. Time has been a barrier in setting up the files to house the I.D.E.C.C. learning system. SA A U D SD

10. I am not confident in my ability to counsel D.E. students on an individual basis to effectively use the I.D.E.C.C. learning activity packages. SA A U D SD

11. I believe in using more individualized instruction and less large group instruction to implement the I.D.E.C.C. learning system. SA A U D SD

12. The learning activity package format and the way the materials are sequenced is easy to understand. SA A U D SD

13. I believe that the most appropriate method of filing each learning activity package is to separate the student's materials from the teacher's materials. SA A U D SD

14. I do not understand how to use each section of the learning activity package. SA A U D SD

15. Lack of confidence in the learning activity package format (length and sequence) is a barrier in using the I.D.E.C.C. system. SA A U D SD

16. Lack of time to prepare for individualized instruction and/or small group instruction is a barrier to using the I.D.E.C.C. learning system in my D.E. program. SA A U D SD

17. I have received enough in-service training to adequately plan, implement, and use the I.D.E.C.C. learning system in my D.E. program. SA A U D SD

18. The facilities in my D.E. program are not adequate enough to implement the I.D.E.C.C. learning system. SA A U D SD

19. I am confident in my ability to provide career counseling for each D.E. student to identify career interests and goals in marketing and distribution. SA A U D SD

20. I am confident that I can explain the I.D.E.C.C. learning system to my school administrators to obtain their philosophical approval. SA A U D SD

21. I am confident that I can explain the I.D.E.C.C. learning system to my school administrators to obtain needed financial support. SA A U D SD

22. The lack of student's career objective is a major barrier to using the I.D.E.C.C. learning system. SA A U D SD

23. Student attitudes are a barrier to using the I.D.E.C.C. learning system. SA A U D SD

24. The limited experience of students in learning through individualized instruction is a barrier to using the I.D.E.C.C. system. SA A U D SD

25. Clerical duties (copying, preparing materials, record keeping, etc.) are a barrier to using the I.D.E.C.C. system. SA A U D SD

	STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
26. Distributive education teachers generally view the practice of using learning activity packages negatively.	SA	A	U	D	SD
27. My inability to develop evaluation procedures to assign grades to students has been a barrier to using the I.D.E.C.C. learning system.	SA	A	U	D	SD
28. The reading level of the materials in the learning activity packages is too low.	SA	A	U	D	SD
29. Lack of student motivation to work on a self-directed, individualized basis is a barrier to using the I.D.E.C.C. learning system.	SA	A	U	D	SD
30. The schedule of my distributive education program is a barrier to implementing the I.D.E.C.C. system.	SA	A	U	D	SD
31. Administrators in my school view the practice of using the I.D.E.C.C. learning activity packages negatively.	SA	A	U	D	SD
32. The I.D.E.C.C. learning system by nature of its learning activity package approach is de-humanizing.	SA	A	U	D	SD
33. The lack of time to study the I.D.E.C.C. materials keeps me from using the materials.	SA	A	U	D	SD
34. The need for the development of adequate record keeping procedures designed to record student competency development is a barrier to using the I.D.E.C.C. learning system.	SA	A	U	D	SD
35. My general resistance to competencies, behavioral objectives, and learning activity packages is a barrier to using the I.D.E.C.C. system.	SA	A	U	D	SD
36. The reading level of the materials in the learning activity packages is too high.	SA	A	U	D	SD
37. The level of student intelligence in my D.E. program is a barrier to using the I.D.E.C.C. system.	SA	A	U	D	SD
38. Students in my school view the practice of using the I.D.E.C.C. learning activity packages favorably.	SA	A	U	D	SD
39. The directions in the learning activity packages are unclear and make them difficult to use in my D.E. program.	SA	A	U	D	SD
40. The inability of the learning materials to relate to students' on-the-job training is a barrier to using the I.D.E.C.C. system in my program.	SA	A	U	D	SD
41. The lack of adequate resource materials (books, pamphlets, etc.) is a barrier to using the I.D.E.C.C. learning system in my program.	SA	A	U	D	SD
42. The lack of sufficient resource assistance and advice is a barrier to implementing the I.D.E.C.C. learning system in my D.E. program.	SA	A	U	D	SD

STRONGLY AGREE
AGREE
UNDECIDED
DISAGREE
STRONGLY DISAGREE

43. The repetition of the same format in each learning activity package is a barrier to using the I.D.E.C.C. learning system. SA A U D SD

44. Lack of ability or resource ability to devise a usable filing system for the learning activity packages is a barrier to implementing the system. SA A U D SD

45. Distributive education leaders in the state view the practice of using learning activity packages favorably. SA A U D SD

46. Read each item in the following list and categorize them in the column to the immediate right of each item as being either:

NB NO BARRIER
B MINOR BARRIER
MB MAJOR BARRIER

ITEMS
1. Availability of resource materials _____
2. Adequate filing system _____
3. In-service education _____
4. Adequate copying supplies _____
5. Confidence in materials in L.A.P.'s _____
6. Administrative support _____
7. Planning time _____
8. Student motivation _____
9. Problem in identifying career objectives of students _____
10. Knowledge of contents of the learning activity packages _____
11. Others (please list) _____

47. Have you filed the learning activity packages (please check one)
_____ Have filed all the L.A.P.s
_____ Have filed about 75% of the L.A.P.s
_____ Have filed about 50% of the L.A.P.s
_____ Have filed about 25% of the L.A.P.s
_____ Have filed one or two subject-matter sections of the L.A.P.s
_____ Have not filed any of the L.A.P.s

48. Please read all of the following statements about the Inter-State Distributive Education Curriculum (I.D.E.C.C.) learning system very carefully before you respond. THEN CHECK THE ONE STATEMENT WHICH BEST REFLECTS YOUR ATTITUDE TOWARD I.D.E.C.C.
_____ I am aware of the Inter-State Distributive Education Curriculum Learning system.
_____ I am interested in learning more about I.D.E.C.C.
_____ I am not interested in learning more about I.D.E.C.C.
_____ I am interested in attempting to implement I.D.E.C.C. in my D.E. program.
_____ I have used a part of the I.D.E.C.C. system and plan to continue its use.
_____ I have used a part of the I.D.E.C.C. system, and I was unhappy with the results and plan to use a different approach than I.D.E.C.C.
_____ I plan to organize more of my curriculum and instruction using the I.D.E.C.C. materials.
_____ I plan to pre-plan my curriculum and instruction next fall using the I.D.E.C.C. learning system and its materials as a base for my D.E. program.
_____ I believe strongly enough in the I.D.E.C.C. to try to convince other teacher-coordinators to use the learning system.
_____ I plan to use the I.D.E.C.C. learning system CONSISTENTLY as a foundation for my D.E. program.
_____ I include the utilization of the I.D.E.C.C. learning system when expressing my philosophy of program operation and believe very strongly in its value for my D.E. program.

RECOMMENDATIONS

1. The State Department of Public Instruction sponsors a continued program to:
    a. Research comparisons between traditional and systems approach to instruction.
    b. Study the value of learning systems curriculum development projects in other vocational disciplines.
    c. Provide additional upgrading and retraining of teachers in the implementation and use of innovative curriculum projects.
2. The State Department of Public Instruction in cooperation with teacher training institutions continue its membership in the Inter-State Distributive Education Curriculum Consortium.
3. An interdisciplinary task force be formed to study the implications of the use of the Inter-State Distributive Education Curriculum Consortium materials in other vocational disciplines.

APPENDIX

CONCEPTS AND GENERALIZATIONS CONCERNING MARKETING AND ECONOMICS

Definitions:

1. Advertising-Any paid form of non-personal presentation and promotion of ideas, good or services by an identified sponsor. (1)

2. Chain Store-A group of retail stores of essentially the same type, centrally owned and with some degree of centralized control of operation. (1)

3. Consumers' Goods-Goods destined for use by the ultimate household consumer and in such form that they can be used by him without further commercial processing. (1)

4. Convenience Goods-Those consumers' goods which the customer usually purchases frequently, immediately and with the minimum of effort. (1)

5. Department Store-A retail store which handles a wide variety of lines of goods, such as women's ready-to-wear and accessories, men's and boys' wear, piece goods, small wares and house furnishings, and which is organized into separate departments for purposes of promotion, service and control.

6. Distribution-The term Distribution is synonymous with the term, Marketing. (1) See Marketing.

7. Industrial Goods-Goods which are destined for use in producing other goods or rendering services as contrasted with goods destined to be sold to the ultimate consumer. (1)

8. Market-(1) An aggregate composed of a prospective buyer (or buyers), and a seller (or sellers), that brings to focus the conditions and forces which determine prices. (2) The aggregate demand of the potential buyers of a commodity or service. (3) The place or area in which buyers and sellers function. (4) (as a verb) To Perform business activities which direct the flow of goods and services from producer to consumer or user. (1)

9. Marketing- The performance of business activities that direct the flow of goods and services from producer to consumer or user. (1)

10. Merchandising- The planning involved in marketing the right merchandise or service at the right place, at the right time, in the right quantities and at the right price. (1)

11. Merchandising Control - The collection and analysis of statistical data of sales, stocks and pricing practices as a guide to the profitable purchase and sale of merchandise (1)

12. National Brand-A manufacturer's or producer's brand usually enjoying wide territorial distribution. (1)

13. Net Profit-Net Gain-Net Income-Final income available for proprietary accounts (either before or after deduction of Federal and State Income Taxes as specifically indicated). It includes operating profit together with net other income. (1)

14. Operating Profit (For purposes of marketing)-Gross margin (gross profit) less operating expenses. (1)

15. Private Brands-Brands sponsored by merchants or agents as distinguished from those sponsored by manufacturers or producers. (1)

16. Retailer-A merchant or business establishment that sells mainly to the ultimate consumer. (1)

17. Retailing-The activities incident to selling to the ultimate consumer. (1)

18. Services-Activities or anticipated satisfactions which are offered for sale either as such or in connection with the sale of goods. (1)

19. Shopping Goods-Those consumers' goods which the customer in the process of selection and purchase characteristically compares on such bases as suitability, quality, price, and style. (1)

20. Specialty Store-Those consumers' goods on which a significant group of buyers characteristically insists and for which they are willing to make a special purchasing effort. (1)

21. Specialty Store-A retail store that makes its appeal on the basis of a restricted class of shopping goods. (1)

22. Ultimate Consumer-One who buys and/or uses goods or services to satisfy personal or household wants rather than for resale or use in business, institutional, or industrial operations. (1)

23. Variety Store-A retail store that handles a wide assortment of goods usually of a low or limited price. (1)

24. Wholesaler-A merchant middleman who sells to retailers and other merchants and/or to industrial, institutional and commercial users but who does not sell in significant amounts to ultimate consumers. (1)

25. Economic System-The nature of economic life as a whole, proposed or actual, with particular reference to the ownership and use of property and the extent of government regulation and controls. (3)

26. Competition-The condition that exists in a market when there are an indeterminate number of traders all dealing in the same product and when no one dealer can demand or offer a quality sufficiently large materially to affect the market place. (3)

27. Free Enterprise System-An economic system characterized by private ownership and initiative. Basic to a free enterprise, or capitalist, system is the concept of private property, the right of ownership and the base of wealth to earn income. (2)

28. Monopoly-A market structure with only one seller of a commodity. In pure monopoly, the single seller exercises absolute control over the market price at which he sells, since there is no competitive supply of goods on the market. (2)

29. Oligopoly-The condition that exists when there are so few sellers that the supply offered by any of them materially affects the market price. (3)

30. Capitalism-An economic system based primarily on private or corporation ownership of capital goods where investments are determined by private decision rather than government control, and where prices, production and distribution are determined mainly in the market. Term is synonomous with free enterprise system. (2)

31. Socialism-Involves the state ownership of natural resources and the means of production in basic industries. (11)

32. Communism-In pure form, involves the state ownership of both producers and consumers goods. (11)

33. Corporation-A voluntary organization of persons, either actual individuals or legal entities, legally bound together to form a business enterprise. (2)

34. Partnership-A type of business organization in which two or more persons agree on their contribution (capital and effort) and on the distribution of profits, if any. (2)

35. Cooperative-A voluntary organization engaged in an economic activity which is established, owned and operated by those persons who together will share the total benefit. (2)

36. Individual Proprietorship-A form of business organization in which one individual owns and manages, assumes all the risks of, and derives all the profits from an enterprise. (3)

Goals:

1. The goal of our economic system is a freely competitive pricing process that will permit the distribution of the greatest amount of goods and services produced and sold at lowest cost and lowest price. (6)

2. The major goals of the Western economic system are (1) individual freedom, (2) economic stability, (3) economic security, (4) economic growth, and (5) economic justice. (4)

3. The following economic freedoms are assured to us by our capitalistic system: (1) freedom of enterprise, (2) freedom of vocational choice, (3) freedom of competition, and (4) freedom to own property. (5)

4. The true goal of the American way of life is the creating of a self-disciplined, well-educated and spiritually oriented people. (10)

5. The American capitalistic system is the best possible socioeconomic system and the only one that can make the mass production distribution system work for the benefit of all. (10)

6. Our country maintains the highest standard of living the world has ever known. (6)

7. A mass distribution system requires people to run it who have grown up under a regime that teaches personal responsibility and self-discipline, qualities that can be acquired only in an atmosphere of freedom. (10)

8. A country's economic system must be adapted to national goals.

9. Business has a civic, social and moral responsibility to society.

Economic Resources:

1. The economic resources of a country are land, labor, capital, and entrepreneurship. (6)

2. An entrepreneur is the man (or group of men) who organizes the use of the land, labor and capital for production purposes. (6)

3. Research and development has been a motivating force in the United States and has been beneficial not only to the industries directly concerned but to our entire economy. (6)

Economic Problems:

1. All economic systems (capitalists, communists or any other) face the same economic problems; different economic systems solve their problems differently. (11)

2. No economic system exists which is completely free or completely controlled.

3. Basic economic problems: insatiable wants of individuals; limited supply of resources to fill wants and needs. (4)

The Market as the Focus of the American Economy:

1. Market conditions determine what and how much will be produced and what will be consumed. (4)

2. Markets are made up of people: buyers, sellers and facilitating agents. (4)

3. All business depends on retail trading a decline in retail sales means fewer sales for the wholesalers, and this in turn means fewer sales for the producer. (8)

4. Marketing functions are: (1) selling and advertising, (2) buying or assembling, (3) financing, (4) transporting, (5) storing, (6) risk bearing and (7) standardizing and grading. (4)

Influence on Prices:

1. Prices usually vary directly with demand; prices vary inversely with supply.

2. Influences on demand include such factors as (1) usefulness, (2) standard of living, (3) advertising, (4) salesmanship and (5) custom and traditions.

3. Supply is influenced by such factors as (1) cost of production; (2) government price ceilings; (3) competition; (4) labor disturbances; and (5) uncontrollable factors, such as floods, famine, war.

4. Factors such as volume of goods produced, volume of sales, development of new production and distribution procedures tend to reduce prices. (5)

The Role of the Individual:

1. The free choice of occupation and opportunity for advancement are inherent in the American free enterprise system. (5)

2. The individual, whether he works alone or whether he works on a team, is the most important asset in our American economy. (14)

3. A knowledge of economic realities is a requisite for a capable worker, salesman, manager, consumer and voter. (15)

4. Economic decisions will be conditioned by the social philosophy and economic convictions of the individual. (15)

5. The survival of human freedom rests upon the ability of the American people to understand, value and protect the basic principles of freedom and personal initiative upon which our society is founded. (15)

6. Salable skills are crucially needed in a dynamic economy. (4)

Role of Government:

1. Government regulations in the field of marketing have two major objectives: (1) to maintain competition and (2) to regulate economic activities affecting the public welfare. (4)

2. A series of antitrust laws have been enacted by Congress to outlaw monopoly. (8)

Role of Consumer:

1. Unless the ultimate consumer has the desire and money to consume commodities, they will not be consumed either industrially or privately. (5)

2. "The costomer is king" in that his needs, wants, and preferences dictate what goods and services business will produce and what services his government will supply. (14)

3. Well educated consumers are of vital improtance to economic growth. (14)

4. It is the demands of individual consumers, coupled with the desire of businessmen to maximize profits and the desire of individuals to maximize their incomes which together determine what shall be produced and how resources are used to produced it. (11)

5. In a basically private enterprise economy, consumers' money demands largely determine what is produced. (11)

6. Private business and government agencies have exerted influence regarding the protection of the consumer. (5)

The Role of Profits:

1. Profits contribute to the advancement and growth of a business and to society.

2. The desire of a firm to make profits usually leads to efficient use of resources in production.

3. The profit incentive is the driving force of our American capitalistic economy.

4. The profit motive, operating under competitive pressures, largely determines how goods are produced. (11)

Role of Competition:

1. Competition encourages business to promote the search for new and efficient ways of doing things.

2. Competition is good in that: (1) it improves quality and reduces consumer prices, (2) prevents the producer from taking unfair advantage of the worker, (3) results in progress from improved techniques of production and distribution, (4) raises living standards. (4)

International Trade:

1. Our trade in goods and services with other countries includes: merchandise transactions, military transactions, and transactions in such services as (1) travel, (2) transportation, (3) miscellaneous services and (4) income on investments. (16)

2. The purposes of tariffs include: Protecting new industries, providing economic self-sufficiency in time of war, protecting jobs and wages of domestic workers, providing a source of government revenue, promoting trade with particular countries through reciprocal trade agreements which reduce or eliminate tariffs. (4)

3. Our foreign transactions include: trade in goods and services, private capital investments, remittances and pensions, and U.S. government grants and capital transactions. (16)

Labor-Management Relationship:

1. Labor productivity is the foundation for high American wages and generally for the high American standard of living. (11)

2. Labor productivity includes not only the efforts of labor, but equally the efforts of management and the contributions of natural resources and man-made capital. (11)

3. Job security for the worker depends upon profitable operation. (15)

4. Technological improvements may require some workers to learn new skills and to move to other industrial centers. (19)

5. The Gross National Product (GNP) is the primary yardstick of our economy since it measures the total production of both public and private output in the United States. (14)

6. Good labor-management relationships are vital to a dynamic economy.

Hoving's Thirteen Principles of Distribution:
(10)

1. That the man who makes the product must be one of its major consumers.
2. That unless a worker is paid a wage that rises steadily, there can be no steady rise in the distribution pattern.
3. That the one-price principle is an improtant key element in moving goods through the pipeline of distribution into the consumer's hands.
4. That one of the great strengths of the American economy lies in the principle of compulsory competition.
5. That a free but competitive press undergirds the American economic system.
6. That advertising is one of the strongest forces creating prosperity in the United States.
7. That fashion is one of the most powerful economic elements in the distribution cycle.
8. That mass distribution is dependent on the wide use of the bank check.
9. That consumer credit is essential to the mass distribution of goods.
10. That provision for consumer services is essential to the sale of such items as automobiles, washing machines, lawn mowers and television sets.
11. That mass distribution is dependent upon mass transportation that is rapid and efficient.
12. That salesmanship is one of the most improtant elements in mass distribution.
13. That all types of work in distribution are on as high a level as any of the other occupations.

Initial D.E. Orientation Interview

Purpose: To communicate initially with the prospective D.E. student, to explain the D.E. program, and to set a course of action based on the response of the student during the interview.

I. Communicate with the D.E. Student

  A. Meet the student

    1. Get name correct
    2. Check grade level

  B. Put the student at ease
  C. Secure general information

    1. Educational background
    2. Personal background

  D. Develop a positive rapport

II. Explain the D.E. program

  A. Secure student opinion
  B. Explain Distributive Education

    1. Class
    2. Job
    3. Club

  C. Secure Student Reaction

    1. Question about D.E.
    2. Do they see themselves as a D.E. student

III. Moving into D.E.

  A. Look at students career goals

    1. Broad career area
    2. Move to a specific area if possible
    3. Give career question to think and discuss

  B. Give student a D.E. booklet

    1. For student information
    2. To discuss with parents

  C. Give student D.E. application

    1. To secure needed information
    2. To be completed prior to next interview

  D. Finalize plans

    1. Answer student questions
    2. Give career choice question for the student to think about
    3. Arrange a time for next interview

SEQUENCE OF INSTRUCTION

COMPETENCIES FOR ORIENTATION UNIT

I. A general knowledge of what the term D.E. is

II. Demonstrate an understanding of the three phases of the D.E. Program.

III. A general knowledge of classroom procedures

IV. An awareness of the various areas to be covered in classroom instruction

V. An awareness of the differences between group and individual

VI. Develop an understanding of the responsibilities of the student in an OJT situation

VII. Develop an understanding of the various forms to be used in the OJT situation

VIII. An awareness of student placement procedures

IX. Develop a knowledge of the training regulations for the program

X. Develop an attitude that the program is to be cooperative between employer, parent, student, and coordinator

XI. The ability to define the term DECA

XII. Demonstrate an understanding of items found in the DECA emblem

XIII. A knowledge of the DECA by-line

XIV. A knowledge of the duties of each of the DECA officers

XV. A general understanding of upcoming DECA activities on the local level

XVI. A knowledge of activities found at the Delegate Assembly, area conference, and state leadership conference

XVII. Develop an attitude that there are certain advantages and disadvantages associated with the D.E. Program

XVIII. Develop a skill to explain D.E. to parents, employers, friends, and managers

XIX. Develop an attitude that D.E. is not an end in itself as far as education is concerned

XX. Develop an attitude that the D.E. student is a representative of the school.

D.E. Career Planning Interview

Purpose: To utilize the information secured during the initial D.E. interview in developing specific career area of study for the student, as well or to help solve any initial problems the student may have in enrolling in the D.E. Program.

I. Re-establish Communication with the student

- A. Put the student at ease
- B. Summerize and review the previous interview
- C. Discuss questions the student has
- D. Discuss questions you asked the student to think about

II. Career Direction

- A. Looking to a career field
  - 1. Review broad career area
  - 2. Become specific if possible
  - 3. Relate career choices to specific jobs
  - 4. Have student plan for future
- B. Relate student wants and needs to the D.E. program
- C. Develop a direction for D.E. classroom study
- D. Develop a direction for D.E. OJT training station

III. Enrolling in D.E.

- A. Look at problems
- B. Evaluate student attitude
- C. Help student with schedule
- D. Look to potenial conflicts
- E. Answer student questions
- F. Finalize plans for next communication

D.E. STUDENT COUNSELING PLANNING FORM

PERSONAL DATA

Name of student ______________________________ Date of session __________

Training station ______________________________ Training sponsor __________

Activities and interests of student ______________________________

____

____

____

COUNSELING PROBLEM

What is the problem? Make sure you are working on the real problem. What do you hope to modify? (ATTITUDE, PERFORMANCE, UNDERSTANDING)

____

____

____

____

OBJECTIVES OF THE COUNSELING INTERVIEW

What do you want to accomplish during the counseling interview? (Please list specific objectives) Will you need more than one session to achieve the objectives?

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

Do you have facts and information needed to conduct an effective counseling interview? (Please list pertinent facts.)

____

____

____

TIMING THE INTERVIEW

How long should the interview take: ____minutes. Have you planned the interview and made arrangements so you will not be interrupted? Is there anything you want the student to do to prepare for the interview?

OPENING THE INTERVIEW

What will you do or say to put the student at ease?

What favorable comments can you make to the student to begin the counseling interview? (All students have more good than bad in them; more right than wrong, more things deserving praise than criticism.)

What will you say, do, or ask to begin the main topic of the counseling interview?

DETERMINING A COURSE OF ACTION

What QUESTIONS will you ask to:
Assist the student to identify the real problem?

Assist the student to determine alternate solutions to the problem?

____

____

____

____

____

____

ACTION

What procedures have you agreed upon to modify the student's performance or behavior? Have you agreed upon an action or goal which the student can achieve?

____

____

____

____

____

____

CLOSING REMARKS

Summarize the session: the problem, what has been agreed upon, and the action to be followed.

____

____

____

____

What comments or remarks will you use to end the counseling session in a favorable manner?

____

____

____

____

Roger Ditzenberger
Distributive Education
University of Northern Iowa

NUMBER OF COMPETENCIES NEEDED IN SUBJECT MATTER AREAS	HUMAN RELATIONS	COMMUNI-CATIONS	SELLING	PROD. SERV. TECH.	MERCHAN-DISING	ADVER-TISING	DISPLAY	MATH	OPERATIONS & MGMT.	TOTAL
DEPARTMENT STORE										
Salesperson	34	43	109	52	28	28	31	15	48	388
Professional Salesperson	36	44	110	53	36	87	34	16	48	464
Stockperson	33	29	9	14	16	12	13	4	32	121
Receiving Clerk (Marker)	31	27	1	3	9	1	0	6	39	117
Assistant Receiving Manager	50	34	1	3	10	1	0	9	65	202
Receiving Manager	63	49	1	3	14	1	0	10	89	230
Display Helper	32	29	0	5	0	9	58	3	17	123
Assistant Display Manager	50	34	0	3	0	10	67	4	41	209
Display Manager	63	49	0	0	0	10	70	6	64	262
Advertising Manager	62	52	1	9	5	46	7	8	50	240
Assistant Buyer	53	54	108	55	89	47	55	38	93	592
Buyer	66	66	108	55	90	51	55	39	116	646
Dept. Mgr./Sales Supervisor	65	69	108	55	60	51	55	36	113	612
Credit Interviewer	35	39	1	1	0	3	0	5	38	122
Assistant Credit Manager	51	45	1	1	0	3	0	8	65	174
Credit Manager	63	59	0	1	0	3	0	9	87	222
VARIETY STORE										
Checkout Cashier	35	39	69	40	15	20	30	13	33	294
Salesperson	34	46	112	50	24	26	44	13	44	393
Commissioned Salesperson	34	46	112	50	24	31	18	13	44	372
Section Manager (Floor Girl)	62	57	114	51	68	35	57	26	79	549
Marker/Stockman	32	30	7	5	12	2	6	3	33	130
Stockroom Supervisor	60	39	8	5	12	3	8	3	59	197
Buyer	61	58	105	54	67	38	61	29	79	552
Service Desk	33	39	23	4	9	7	3	8	42	168
Office Clerk	42	33	4	1	14	2	0	9	33	138
Head Cashier/Bookkeeper (Office Mgr.)	48	48	4	1	17	4	0	16	54	192
Personnel Manager	62	43	104	50	29	9	43	14	72	426
Assistant Store Manager	74	69	97	52	84	51	71	39	137	674
Store Manager	67	70	96	52	87	50	72	38	147	679
FOOD MARKETING										
Checker	34	28	43	29	9	16	1	18	25	203
Grocery/Produce Clerk	34	28	43	33	16	14	34	6	31	239
Head Grocery/Produce Clerk	60	44	48	39	41	28	61	14	64	399
Head Cashier	60	39	40	19	7	18	2	18	41	244
Assistant Manager	66	54	58	47	61	47	64	33	94	524
Store Manager	66	56	35	45	63	49	63	34	119	530

(Data on other marketing areas not included)

NUMBER OF COMPETENCIES NEEDED IN SUBJECT MATTER AREAS	HUMAN RELATIONS	COMMUNI-CATIONS	SELLING	PROD. SERV. TECH.	MERCHAN-DISING	ADVER-TISING	DISPLAY	MATH	OPERATIONS & MGMT.	TOTAL
SERVICE STATION										
Attendant	34	38	96	48	13	25	33	14	31	332
Assistant Station Manager	62	49	99	53	26	27	41	23	82	462
Station Manager (Dealer)	66	59	99	55	55	44	46	29	114	512
RESTAURANT										
Busboy	41	27	42	14	7	9	1	1	24	166
Waiter (Waitress)	46	37	111	36	11	21	16	11	28	317
Head Waiter	82	56	109	41	19	31	24	13	66	441
Cashier	30	31	61	13	8	17	13	12	27	212
Hostess	82	53	109	42	18	31	27	14	67	443
Assistant Manager	84	63	115	43	43	52	30	24	111	565
Manager	101	62	114	47	44	52	30	24	112	586
HOTEL-MOTEL										
Bellman	34	30	29	11	0	10	0	2	14	130
Bell Captain	40	33	30	11	0	11	0	2	14	141
Service Superintendent	58	40	29	13	0	12	0	4	50	206
Room Clerk	34	41	60	21	2	15	0	11	27	211
Reservation Manager	36	42	57	21	3	16	0	7	29	211
Chef	63	45	24	11	31	13	0	11	75	284
Catering Manager	64	59	54	19	8	33	0	15	66	318
Recreation Director	68	48	37	13	7	27	0	10	63	273
Executive Housekeeper	63	45	17	12	29	11	0	11	81	269
Building Superintendent	63	46	7	7	28	11	0	12	72	246
Purchasing Agent	61	44	8	7	29	9	0	13	63	234
Night Manager	34	34	59	20	1	10	0	10	25	193
Sales Manager	63	61	54	21	9	43	0	15	62	328
Assistant Manager	66	62	66	23	32	43	0	21	106	419
Manager	67	61	62	23	32	42	0	19	108	414
WHOLESALING										
Salesman	34	49	81	49	42	26	32	24	36	429
Route Sales	34	41	80	42	15	23	30	12	30	307
Sales Manager	66	62	81	49	45	31	32	24	76	466
Merchandiser	60	57	11	28	55	33	10	21	41	316
Buyer	59	50	9	29	69	28	7	24	52	327
Head Buyer/Merchandise Manager	65	57	12	30	67	35	10	25	69	370
Order Selector (Warehouseman)	31	28	8	5	7	5	0	3	22	109
Receiving/Shipping Supervisor	57	36	9	5	8	5	0	6	52	178
Warehouse Manager	63	47	9	5	11	5	0	12	68	220

Compiled from the Lucy Crawford Curriculum Competency Study

R. Ditzenberger
U.N.I. 3/1/73

GUIDELINES FOR FILING SYSTEMS TASK FORCE

Purpose: To develop a filing system to house the learning materials you will receive from the Inter-State Distributive Education Curriculum Consortium. The filing system should provide:

- a. Easy access to the learning materials which the student will use to develop a competency.
- b. Well-organized filing system which is easy to use and limits the loss of materials through misplacement or theft.
- c. Necessary security of permanent and confidential materials.

Suggestions in Preparing Your Final Draft:

Consider these questions on location and use:

1. Does student have complete access to both pre- and post-test and should he?
2. Should there be one master copy filed somewhere permanently by function, such as:
    - a. Learning Manager Material by L.A.P., competency, or objective
    - b. Student learning activity package by L.A.P., competency, or objective (L.A.P. will be sequenced by objective.)
3. What will the coordinator need to duplicate in quantity?
    - a. Pre-test--master file with student pack and also multiple copies in a pre-test file
    - b. Learning activity page for students (by objective)
    - c. Forms, handouts, and other self-contained learning materials for students
4. Where does Learning Manager's Guide go?
5. Where do we file:
    - a. Pre-test key
    - b. Post-test
    - c. Post-test key
6. Handouts, forms, and transparencies used by Learning Manager for group instruction
7. Where do we file student package parts?
    - a. Pre-test
    - b. Learning activities
    - c. Handouts

Include any other items in your report you feel are important.

Completing Computer Input Forms

in Distributive Education

You are a teacher-coordinator of the distributive education program at Cedar Falls Senior High School with 21 students in your program.

It is the second week of classes and all but two of your students have been placed at training stations in Cedar Falls.

Sheilah Goler is working in the women's department at Montgomery Wards and hopes to be a fashion designer of women's clothes. Her friend, Ramona Learn, is a waitress at Ward's Cafeteria and would like to work in the home furnishings department of the store if a position opens.

Eagles hired two of your students. Stephen Perry, an A student, will start in the produce department and will be shifted throughout the store if he shows the capability of learning quickly. Dave Cunningham is sacking groceries and stocking shelves. His father owns a small grocery store, and Dave has indicated an interest in going to the local community college to enroll in the Food Marketing Management Program.

Cindy Eden is planning to go to college and is working at Nelson Sewing Center. She enjoys sewing and helps customers select correct patterns and appropriate material.

Hallmark Gifts hired Becky Young, who has done average in school, but worked there since school was out last spring and received excellent evaluations. Her plans for next year are indefinite.

Sharon Corcoran and Cheryl Ross are clerks at K-Mart. Both are somewhat indefinite about next year although Cheryl is considering going to a community college and enroll in the fashion merchandising program.

Brian Williams works in the parts department of Johnson Chevrolet and sells parts to customers and distributes those requested by the employees. Mr. Johnson has agreed to show him the inventory procedure and possibly do the ordering. If all goes well, Mr. Johnson is hoping that the DE student will remain full-time at the end of the year. Brian is thinking of enrolling in the retail merchandising program at the community college but could work part-time at Johnson's while attending school.

Mays Drug agreed to work with your program this year. Deb Miller is working as a checker and is engaged. Ken Swanson is helping assemble some toys for Christmas now, stocking shelves, and will do more clerking beginning in a few weeks. Ken is indefinite about next year.

Rita Oronzco is one of your top academic students; she is president of DECA and hopes to run for a state office. She wants to be a buyer and will receive some good training this year at Seiferts. Kate Evans is also working at Seiferts and hopes to work full-time at Seiferts or another women's store upon graduation.

Bill Lemay is employed at Kinney's. His plans are indefinite for next year, but he is a good student. You visited with the manager about the management training program that Kinney's offers.

Don Paulsen and Craig Holmes are employed at gas stations. Don works for Phillips 66 and wants to manage his own someday. Craig is indefinite about his future but worked for Pester Derby since he was a sophomore and is working there again this year.

Bob Shirk was recently employed by Palace Clothiers and plans to attend college next year.

Jack Winter has worked at a bakery for the last two summers and is working in the bakery section of the Super Valu. Jeff Nash is also working at the Super Valu as a checker, sacker, and stock boy. His plans for next year are to enlist in the navy.

Louise Wilson is a below average student but is doing well at Mark's House-O-Plenty. She is working in the kitchen doing dishes, making salads, and doing general cleaning. She is extremely shy, but is hoped that she can work on tables later in the quarter.

Brad Morgan and Barb Hicks are not placed as yet. Brad decided over the summer that he was interested in the DE program, and you are giving him some review before beginning his employment. He enjoys sports and has interviewed at a sporting good store. Barb enjoys music and has interviewed at Musicland and at Walden Bookstore. You expect to hear next week of the results.

Using the information given about your students, complete the computer input form provided.

Planning D.E. Curriculum for Developing Math Competencies

Directions: The purpose of this activity is to pre-plan the competencies and learning activities for the math competencies. Because of the limited amount of time in the high school D.E. program to develop competencies, teachers need to carefully plan and organize their classroom instruction and on-the-job training. Many of the math competencies are needed as prerequisites to obtaining a marketing or retailing position.

Classroom Instruction

Step I: Determine the curriculum competencies you feel are important in developing knowledge, attitudes, and skills in math. Please check each competency you feel should be developed in math through classroom instruction.

Competency Area: Mathematics

_____ Skill in adding columns of figures with facility. (Lap 1,*358)

_____ Skill in multiplying and extending figures with facility. (Lap 2,*357)

_____ Knowledge of mathematical manipulations up to and including first degree algebraic expressions. (Lap 3, *353)

_____ Knowledge of how to maintain proper records of cash received and bank deposits to prevent losses. (Lap 4, *355)

_____ Ability to determine the price of merchandise being purchased in a lesser quantity than that originally multiple priced. (Lap 5, *384)

_____ Skill in using and translating percentages with facility. (Lap 6,*377)

_____ Skill in computing postal and mail charges for delivery of merchandise to customers. (Lap 7, *359)

_____ Skill in quickly determining the correct amount of trading stamps to issue with a customer's purchase. (Lap 8, *382)

_____ Ability to calculate the reimbursable amount for returned bottles. (Lap 9, *387)

_____ Skill in accurately calculating the exact amount of a customer's purchase. (Lap 10, 374)

_____ Attitude that carefully calculating the exact amount of a customer's purchase will prevent inventory shortages. (Lap 10,390)

_____ Skill in explaining time-payment principles. (Lap 11,*383)

_____ Skill in accurately computing employee discounts, delivery charges, alteration charges, lay-a-way charges, etc. when writing out sales checks. (Lap 12,*363)

_____ Skill in making change and using the cash register. (Lap 13, 371)

_____ Ability to make change quickly and accurately. (Lap 13, *386)

_____ Skill in preparing cash drawers for check-out registers allowing quantities of change and bills needed for various traffic periods. (Lap 14, *388)

_____ Attitude that careful use of the cash register will reduce inventory and money shortages. (Lap 15, 394)

_____ Knowledge of how to determine a cash register error, the amount and how to correct it on the proper form. (Lap 15,*354)

_____ Ability to balance cash drawers against register readings. (Lap 16, *389)

_____ Skill in balancing cash and totaling sales for the department and/or cash register at the end of the day. (Lap 17, *361)

_____ Skill in reading and interpreting self computing scales that speed up mathematical procedures such as tax computation charts. (Lap 18, 360)

_____ Skill in computing local, state and federal taxes which must be applied in the sale of goods. (Lap 18, *362)

_____ Skill in analyzing charts and graphs and interpreting the data. (Lap 19, *367)

_____ Skill in selecting and analyzing pertinent factors from a statistical or written report. (Lap 20, *372)

_____ Understanding that a retail business firm's operating expenses include such expenses as payroll, buying expenses, promotional expenses, utilities, transportation, supplies and delivery. (Lap 21, *348)

_____ Knowledge of break-even points by departments. (Lap 22, *356)

_____ Attitude that retail prices must be carefully placed on goods and services so as to cover the cost of operation and yield a profit. (Lap 23, *392)

_____ Knowledge of how to adjust pricing errors on merchandise price tickets and to record such errors in markdown or markup records. (Lap 24, *347)

_____ Skill in quickly figuring into which retail price line an item of merchandise will fall when quoted its cost price. (Lap 25, *370)

_____ Ability to maintain mathematically correct stock control records. (Lap 35, 379)

_____ Skill in keeping stock control books--posting prices, styles, codes, sales, markdowns, merchandise returns, etc. (Lap 35, *368)

_____ Skill in figuring "open to buy" in an effort to determine a department or store's overbought condition or money available for additional merchandise purchases within a planned period. (Lap 36, 369)

_____ Attitude that "open to buy" is a guideline useful in merchandising a department profitably. (Lap 36, *391)

_____ Knowledge of how to read and interpret a profit and loss statement. (Lap 37, *352)

_____ Understanding that a department's gross margin should cover operating expenses and provide a percentage of profit. (Lap 38,*350)

_____ Understanding that a department's net sales are derived by subtracting customer returns and authorized price reductions form gross sales. (Lap 39, *349)

_____ Knowledge of the procedures and factors involved in the retail and/or cost method of inventory. (Lap 40, 351)

_____ Skill in deriving the dollar figures for various factors in the retail and/or cost method of inventory. (Lap 40, *381)

Step II: List the competencies you feel should be developed in math through classroom instruction (group or individual). Then by reveiwing the materials in each LAP decide whether the competency can be developed through group or individual instruction.

LAP Number - Competency

Suggested Activity
Group Number or Individual Number

_____ _____ _____ _____
_____ _____ _____ _____
_____ _____ _____ _____
_____ _____ _____ _____
_____ _____ _____ _____
_____ _____ _____ _____
_____ _____ _____ _____
_____ _____ _____ _____
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_____ _____ _____ _____
_____ _____ _____ _____

ADVERTISING - 001*
L.A.P. #1

ADVERTISING - 002
L.A.P. #3

ADVERTISING - 003
L.A.P. #7

ADVERTISING - 004
L.A.P. #2

ADVERTISING - 005
L.A.P. #5

ADVERTISING - 006
L.A.P. #6

ADVERTISING - 007
L.A.P. #8

ADVERTISING - 008
L.A.P. #7

ADVERTISING - 009
L.A.P. #3

ADVERTISING - 010
L.A.P. #8

ADVERTISING - 011
L.A.P. #1

ADVERTISING - 012
L.A.P. #2

ADVERTISING - 013
L.A.P. #3

ADVERTISING - 014
L.A.P. #2

ADVERTISING - 015
L.A.P. #14

ADVERTISING - 016
L.A.P. #2

ADVERTISING - 017
L.A.P. #5

ADVERTISING - 018
L.A.P. #9

ADVERTISING - 019
L.A.P. #5

ADVERTISING - 020
L.A.P. #14

ADVERTISING - 021
L.A.P. #3

ADVERTISING - 022
L.A.P. #3

ADVERTISING - 023
L.A.P. #11

ADVERTISING - 024
L.A.P. #12

ADVERTISING - 025
L.A.P. #12

ADVERTISING - 026
L.A.P. #12

ADVERTISING - 027
L.A.P. #13

ADVERTISING - 028
L.A.P. #13

ADVERTISING - 029
L.A.P. #13

ADVERTISING - 030
L.A.P. #13

ADVERTISING - 031
L.A.P. #13

ADVERTISING - 032
L.A.P. #13

ADVERTISING - 033
L.A.P. #12

ADVERTISING - 034
L.A.P. #6

ADVERTISING - 035
L.A.P. #6

ADVERTISING - 036
L.A.P. #10

ADVERTISING - 037
L.A.P. #10

ADVERTISING - 038
L.A.P. #7

ADVERTISING - 039*
L.A.P. #7

ADVERTISING - 040*
L.A.P. #14

ADVERTISING - 041
L.A.P. #9

ADVERTISING - 042
L.A.P. #7

ADVERTISING - 043
L.A.P. #5

ADVERTISING - 044
L.A.P. #3

ADVERTISING - 045*
L.A.P. #2

ADVERTISING - 046
L.A.P. #14

ADVERTISING - 047*
L.A.P. #8

ADVERTISING - 048
L.A.P. #7

ADVERTISING - 049
L.A.P. #5

ADVERTISING - 050
L.A.P. #2

ADVERTISING - 051*
L.A.P. #3

ADVERTISING - 052
L.A.P. #9

ADVERTISING - 053*
L.A.P. #9

ADVERTISING - 054*
L.A.P. #5

ADVERTISING - 055*
L.A.P. #6

ADVERTISING - 056
L.A.P. #6

ADVERTISING - 057*
L.A.P. #4

ADVERTISING - 058
L.A.P. #6

ADVERTISING - 059
L.A.P. #6

ADVERTISING - 060
L.A.P. #1

ADVERTISING - 061
L.A.P. #1

ADVERTISING - 062
L.A.P. #2

ADVERTISING - 063
L.A.P. #2

ADVERTISING - 064
L.A.P. #1

ADVERTISING - 065
L.A.P. #1

ADVERTISING - 066
L.A.P. #1

ADVERTISING - 067
L.A.P. #1

ADVERTISING - 068
L.A.P. #1

ADVERTISING - 069
L.A.P. #9

ADVERTISING - 070
L.A.P. #7

ADVERTISING - 071
L.A.P. #9

ADVERTISING - 072
L.A.P. #2

ADVERTISING - 073
L.A.P. #1

ADVERTISING - 074
L.A.P. #14

ADVERTISING - 075
L.A.P. #1

ADVERTISING - 076
L.A.P. #3

ADVERTISING - 077
L.A.P. #3

ADVERTISING - 078
L.A.P. #10

ADVERTISING - 079
L.A.P. #12

ADVERTISING - 080
L.A.P. #12

ADVERTISING - 081
L.A.P. #12

ADVERTISING - 082
L.A.P. #8

ADVERTISING - 083
L.A.P. #12

ADVERTISING - 084
L.A.P. #13

ADVERTISING - 085
L.A.P. #13

ADVERTISING - 086
L.A.P. #13

ADVERTISING - 087
L.A.P. #13

ADVERTISING - 088
L.A.P. #10

ADVERTISING - 089
L.A.P. #13

ADVERTISING - 090
L.A.P. #13

ADVERTISING - 091
L.A.P. #4

ADVERTISING - 092
L.A.P. #4

COMMUNICATIONS - 093*
L.A.P. #43

COMMUNICATIONS - 094*
L.A.P. #27

COMMUNICATIONS - 095
L.A.P. #28

COMMUNICATIONS - 096
L.A.P. #16

COMMUNICATIONS - 097*
L.A.P. #37

COMMUNICATIONS - 098*
L.A.P. #17

COMMUNICATIONS - 099
L.A.P. #8

COMMUNICATIONS - 100*
L.A.P. #34

COMMUNICATION - 101
L.A.P. #2

COMMUNICATION - 102
L.A.P. #43

COMMUNICATION - 103*
L.A.P. #36

COMMUNICATION - 104*
L.A.P. #35

COMMUNICATION - 105
L.A.P. #56

COMMUNICATION - 106*
L.A.P. #40

COMMUNICATION - 107*
L.A.P. #15

COMMUNICATION - 108*
L.A.P. #44

COMMUNICATION - 109
L.A.P. #46

COMMUNICATION - 110
L.A.P. #54

COMMUNICATION - 111*
L.A.P. #1

COMMUNICATION - 112*
L.A.P. #47

COMMUNICATION - 113*
L.A.P. #18

COMMUNICATION - 114*
L.A.P. #9

COMMUNICATION - 115*
L.A.P. #24

COMMUNICATION - 116
L.A.P. #20

COMMUNICATION - 117*
L.A.P. #20

COMMUNICATION - 118
L.A.P. #24

COMMUNICATION - 119
L.A.P. #24

COMMUNICATION - 120*
L.A.P. #2

COMMUNICATION - 121*
L.A.P. #10

COMMUNICATION - 122*
L.A.P. #3

COMMUNICATION - 123*
L.A.P. #13

COMMUNICATION - 124*
L.A.P. #45

COMMUNICATION - 125
L.A.P. #29

COMMUNICATION - 126*
L.A.P. #29

COMMUNICATION - 127*
L.A.P. #16

COMMUNICATION - 128*
L.A.P. #22

COMMUNICATION - 129*
L.A.P. #31

COMMUNICATION - 130
L.A.P. #33

COMMUNICATION - 131*
L.A.P. #30

COMMUNICATION - 132*
L.A.P. #11

COMMUNICATION - 133*
L.A.P. #28

COMMUNICATION - 134*
L.A.P. #23

COMMUNICATION - 135*
L.A.P. #4

COMMUNICATION - 136*
L.A.P. #25

COMMUNICATION - 137
L.A.P. #3

COMMUNICATION - 138
L.A.P. #39

COMMUNICATION - 139
L.A.P. #46

COMMUNICATION - 140*
L.A.P. #38

COMMUNICATION - 141*
L.A.P. #41

COMMUNICATION - 142*
L.A.P. #19

COMMUNICATION - 143*
L.A.P. #12

COMMUNICATION - 144*
L.A.P. #39

COMMUNICATION - 145
L.A.P. #3

COMMUNICATION - 146*
L.A.P. #52

COMMUNICATION - 147
L.A.P. #2

COMMUNICATION - 148*
L.A.P. #48

COMMUNICATION - 149*
L.A.P. #53

COMMUNICATION - 150*
L.A.P. #5

COMMUNICATION - 151
L.A.P. #5

COMMUNICATION - 152
L.A.P. #3

COMMUNICATION - 153*
L.A.P. #56

COMMUNICATION - 154*
L.A.P. #6

COMMUNICATION - 155*
L.A.P. #7

COMMUNICATION - 156*
L.A.P. #8

COMMUNICATION - 157*
L.A.P. #26

COMMUNICATION - 158*
L.A.P. #55

COMMUNICATION - 159*
L.A.P. #46

COMMUNICATION - 160*
L.A.P. #42

COMMUNICATION - 161*
L.A.P. #33

COMMUNICATION - 162*
L.A.P. #51

COMMUNICATION - 163
L.A.P. #55

COMMUNICATION - 164
L.A.P. #2

COMMUNICATION - 165*
L.A.P. #32

COMMUNICATION - 166
L.A.P. #5

COMMUNICATION - 167
L.A.P. #53

COMMUNICATION - 168
L.A.P. #41

COMMUNICATION - 169*
L.A.P. #49

COMMUNICATION - 170*
L.A.P. #50

COMMUNICATION - 171*
L.A.P. #14

DISPLAY - 172
L.A.P. #17

DISPLAY - 173
L.A.P. #17

DISPLAY - 174
L.A.P. #13

DISPLAY - 175*
L.A.P. #9

DISPLAY - 176*
L.A.P. #15

DISPLAY - 177*
L.A.P. #8

DISPLAY - 178*
L.A.P. #7

DISPLAY - 179*
L.A.P. #10

DISPLAY - 180
L.A.P. #17

DISPLAY - 181*
L.A.P. #17

DISPLAY - 182*
L.A.P. #14

DISPLAY - 183
L.A.P. #13

DISPLAY - 184
L.A.P. #9

DISPLAY - 185*
L.A.P. #16

DISPLAY - 186
L.A.P. #6

DISPLAY - 187
L.A.P. #11

DISPLAY - 188*
L.A.P. #13

DISPLAY - 189
L.A.P. #7

DISPLAY - 190
L.A.P. #7

DISPLAY - 191
L.A.P. #7

DISPLAY - 192
L.A.P. #8

DISPLAY - 193
L.A.P. #13

DISPLAY - 194*
L.A.P. #22

DISPLAY - 195*
L.A.P. #29

DISPLAY - 196*
L.A.P. #12

DISPLAY - 197
L.A.P. #15

DISPLAY - 198
L.A.P. #11

DISPLAY - 199
L.A.P. #17

DISPLAY - 200*
L.A.P. #19

DISPLAY - 201
L.A.P. #32

DISPLAY - 202*
L.A.P. #32

DISPLAY - 203
L.A.P. #32

DISPLAY - 204*
L.A.P. #23

DISPLAY - 205
L.A.P. #32

DISPLAY - 206
L.A.P. #32

DISPLAY - 207*
L.A.P. #33

DISPLAY - 208*
L.A.P. #6

DISPLAY - 209
L.A.P. #32

DISPLAY - 210*
L.A.P. #20

DISPLAY - 211
L.A.P. #8

DISPLAY - 212*
L.A.P. #18

DISPLAY - 213
L.A.P. #9

DISPLAY - 214*
L.A.P. #21

DISPLAY - 215*
L.A.P. #26

DISPLAY - 216
L.A.P. #32

DISPLAY - 217
L.A.P. #26

DISPLAY - 218*
L.A.P. #28

DISPLAY - 219
L.A.P. #29

DISPLAY - 220*
L.A.P. #34

DISPLAY - 221
L.A.P. #26

DISPLAY - 222
L.A.P. #11

DISPLAY - 223
L.A.P. #25

DISPLAY - 224
L.A.P. #26

DISPLAY - 225*
L.A.P. #30

DISPLAY - 226*
L.A.P. #27

DISPLAY - 227
L.A.P. 31

DISPLAY - 228*
L.A.P. #24

DISPLAY - 229
L.A.P. #6

DISPLAY - 230*
L.A.P. #25

DISPLAY - 231
L.A.P. #26

DISPLAY - 232*
L.A.P. #31

DISPLAY - 233
L.A.P. #32

DISPLAY - 234*
L.A.P. #35

DISPLAY - 235
L.A.P. #28

DISPLAY - 236
L.A.P. #35

DISPLAY - 237
L.A.P. #3

DISPLAY - 238*
L.A.P. #3

DISPLAY - 239
L.A.P. #3

DISPLAY - 240*
L.A.P. #1

DISPLAY - 241
L.A.P. #1

DISPLAY - 242
L.A.P. #2

DISPLAY - 243*
L.A.P. #5

DISPLAY - 245*
L.A.P. #11

DISPLAY - 244
L.A.P. #3

DISPLAY - 246
L.A.P. #3

DISPLAY - 247
L.A.P. #5

DISPLAY - 248
L.A.P. #1

DISPLAY - 249
L.A.P. #3

DISPLAY - 250
L.A.P. #12

DISPLAY - 251
L.A.P. #1

DISPLAY - 252
L.A.P. #5

DISPLAY - 253
L.A.P. #8

DISPLAY - 254*
L.A.P. #4

DISPLAY - 255*
L.A.P. #2

DISPLAY - 256
L.A.P. #2

DISPLAY - 257
L.A.P. #4

DISPLAY - 258
L.A.P. #2

DISPLAY - 259
L.A.P. #1

DISPLAY - 260
L.A.P. #3

HUMAN RELATIONS - 261*
L.A.P. #47

HUMAN RELATIONS - 262*
L.A.P. #33

HUMAN RELATIONS - 263*
L.A.P. #3

HUMAN RELATIONS - 264*
L.A.P. #38

HUMAN RELATIONS - 265*
L.A.P. #65

HUMAN RELATIONS - 266*
L.A.P. #39

HUMAN RELATIONS - 267*
L.A.P. #2

HUMAN RELATIONS - 268*
L.A.P. #7

HUMAN RELATIONS - 269*
L.A.P. #19

HUMAN RELATIONS - 270*
L.A.P. #50

HUMAN RELATIONS - 271*
L.A.P. #34

HUMAN RELATIONS - 272*
L.A.P. #16

HUMAN RELATIONS - 273*
L.A.P. #49

HUMAN RELATIONS - 274*
L.A.P. #17

HUMAN RELATIONS - 275*
L.A.P. #57

HUMAN RELATIONS - 276*
L.A.P. #23

HUMAN RELATIONS - 277*
L.A.P. #42

HUMAN RELATIONS - 278*
L.A.P. #41

HUMAN RELATIONS - 279*
L.A.P. #68

HUMAN RELATIONS - 280*
L.A.P. #28

HUMAN RELATIONS - 281*
L.A.P. #21

HUMAN RELATIONS - 282*
L.A.P. #58

HUMAN RELATIONS - 283*
L.A.P. #22

HUMAN RELATIONS - 284*
L.A.P. #12

HUMAN RELATIONS - 285*
L.A.P. #4

HUMAN RELATIONS - 286*
L.A.P. #6

HUMAN RELATIONS - 287*

L.A.P. #30

HUMAN RELATIONS - 288*
L.A.P. #29

HUMAN RELATIONS - 289*
L.A.P. #24

HUMAN RELATIONS - 290*
L.A.P. #55

HUMAN RELATIONS - 291*
L.A.P. #43

HUMAN RELATIONS - 292*
L.A.P. #70

HUMAN RELATIONS - 293*
L.A.P. #59

HUMAN RELATIONS - 294*
L.A.P. #11

HUMAN RELATIONS - 295*
L.A.P. #13

HUMAN RELATIONS - 296*
L.A.P. #10

HUMAN RELATIONS - 297*
L.A.P. #54

HUMAN RELATIONS - 298*
L.A.P. #60

HUMAN RELATIONS - 299*
L.A.P. #65

HUMAN RELATIONS - 300*
L.A.P. #66

HUMAN RELATIONS - 301*
L.A.P. #15

HUMAN RELATIONS - 302*
L.A.P. #1

HUMAN RELATIONS - 303*
L.A.P. #8

HUMAN RELATIONS - 304*
L.A.P. #72

HUMAN RELATIONS - 305*
L.A.P. #73

HUMAN RELATIONS - 306*
L.A.P. #85

HUMAN RELATIONS - 307*
L.A.P. #71

HUMAN RELATIONS - 308*
L.A.P. #40

HUMAN RELATIONS - 309*
L.A.P. #26

HUMAN RELATIONS - 310*
L.A.P. #25

HUMAN RELATIONS - 311*
L.A.P. #37

HUMAN RELATIONS - 312*
L.A.P. #5

HUMAN RELATIONS - 313*
L.A.P. #20

HUMAN RELATIONS - 314*
L.A.P. #51

HUMAN RELATIONS - 315*
L.A.P. #52

HUMAN RELATIONS - 316*
L.A.P. #14

HUMAN RELATIONS - 317*
L.A.P. #9

HUMAN RELATIONS - 318*
L.A.P. #53

HUMAN RELATIONS - 319*
L.A.P. #27

HUMAN RELATIONS - 320*
L.A.P. #31

HUMAN RELATIONS - 321*
L.A.P. #35

HUMAN RELATIONS - 322*
L.A.P. #46

HUMAN RELATIONS - 323*
L.A.P. #61

HUMAN RELATIONS - 324*
L.A.P. #62

HUMAN RELATIONS - 325*
L.A.P. #44

HUMAN RELATIONS - 326*
L.A.P. #45

HUMAN RELATIONS - 327*
L.A.P. #64

HUMAN RELATIONS - 328*
L.A.P. #36

HUMAN RELATIONS - 329*
L.A.P. #32

HUMAN RELATIONS - 330*
L.A.P. #56

HUMAN RELATIONS - 331*

L.A.P. #48

HUMAN RELATIONS - 332*
L.A.P. #67

HUMAN RELATIONS - 333*
L.A.P. #86

HUMAN RELATIONS - 334*
L.A.P. #18

HUMAN RELATIONS - 335*
L.A.P. #83

HUMAN RELATIONS - 336*
L.A.P. #79

HUMAN RELATIONS - 337*
L.A.P. #80

HUMAN RELATIONS - 338*
L.A.P. #76

HUMAN RELATIONS - 339*
L.A.P. #69

HUMAN RELATIONS - 340*
L.A.P. #84

HUMAN RELATIONS - 341*
L.A.P. #81

HUMAN RELATIONS - 342*
L.A.P. #82

HUMAN RELATIONS - 343*
L.A.P. #75

HUMAN RELATIONS - 344*
L.A.P. #74

HUMAN RELATIONS - 345*
L.A.P. #77

HUMAN RELATIONS - 346*
L.A.P. #78

MATHEMATICS - 347*
L.A.P. #24

MATHEMATICS - 348*
L.A.P. #21

MATHEMATICS - 349
L.A.P. #39

MATHEMATICS - 350*
L.A.P. #38

MATHEMATICS - 351
L.A.P. #40

MATHEMATICS - 352*
L.A.P. #37

MATHEMATICS - 353*
L.A.P. #3

47 MATHEMATICS - 354*
L.A.P. #15

MATHEMATICS - 355*
L.A.P. #4

MATHEMATICS - 356*
L.A.P. #22

MATHEMATICS - 357*
L.A.P. #2

MATHEMATICS - 358*
L.A.P. #1

MATHEMATICS - 359*
L.A.P. #7

MATHEMATICS - 360
L.A.P. #18

MATHEMATICS - 361*
L.A.P. #17

MATHEMATICS - 362*
L.A.P. #18

MATHEMATICS - 363*
L.A.P. #12

MATHEMATICS - 364*
L.A.P. #27

MATHEMATICS - 365*
L.A.P. #29

MATHEMATICS - 366*
L.A.P. #28

MATHEMATICS - 367*
L.A.P. #19

MATHEMATICS - 368*
L.A.P. #35

MATHEMATICS - 369
L.A.P. #36

MATHEMATICS - 370*
L.A.P. #25

MATHEMATICS - 371
L.A.P. #13

MATHEMATICS - 372*
L.A.P. #20

MATHEMATICS - 373*
L.A.P. #32

MATHEMATICS - 374
L.A.P. #10

MATHEMATICS - 375*
L.A.P. #26

MATHEMATICS - 376*
L.A.P. #34

MATHEMATICS - 377*
L.A.P. #6

MATHEMATICS - 378
L.A.P. #28

MATHEMATICS - 379
L.A.P. #35

MATHEMATICS - 380
L.A.P. #31

MATHEMATICS - 381*
L.A.P. #40

MATHEMATICS - 382*
L.A.P. #8

MATHEMATICS - 383*
L.A.P. #11

MATHEMATICS - 384*
L.A.P. #5

MATHEMATICS - 385*
L.A.P. #30

MATHEMATICS - 386*
L.A.P. #13

MATHEMATICS - 387*
L.A.P. #9

MATHEMATICS - 388*
L.A.P. #14

MATHEMATICS - 389*
L.A.P. #16

MATHEMATICS - 390*
L.A.P. #10

MATHEMATICS - 391*
L.A.P. #36

MATHEMATICS - 392*
L.A.P. #23

MATHEMATICS - 393*
L.A.P. #33

MATHEMATICS - 394
L.A.P. #15

MATHEMATICS - 395*
L.A.P. #31

MERCHANDISING - 396
L.A.P. #38

MERCHANDISING - 397*
L.A.P. #39

MERCHANDISING - 398*
L.A.P. #45

MERCHANDISING - 399
L.A.P. #29

MERCHANDISING - 400*
L.A.P. #3

MERCHANDISING - 401
L.A.P. #27

MERCHANDISING - 402
L.A.P. #10

MERCHANDISING - 403*
L.A.P. #30

MERCHANDISING - 404
L.A.P. #19

MERCHANDISING - 405
L.A.P. #10

MERCHANDISING - 406
L.A.P. #40

MERCHANDISING - 407*
L.A.P. #13

MERCHANDISING - 408*
L.A.P. #32

MERCHANDISING - 409
L.A.P. #20

MERCHANDISING - 410*
L.A.P. #57

MERCHANDISING - 411
L.A.P. #7

MERCHANDISING - 412
L.A.P. #7

MERCHANDISING - 413*
L.A.P. #25

MERCHANDISING - 414*
L.A.P. #27

MERCHANDISING - 415
L.A.P. #4

MERCHANDISING - 416
L.A.P. #53

MERCHANDISING - 417
L.A.P. #1

MERCHANDISING - 418*
L.A.P. #50

MERCHANDISING - 419*
L.A.P. #52

MERCHANDISING - 420*
L.A.P. #[illegible]

MERCHANDISING - 421
L.A.P. #28

MERCHANDISING - 422
L.A.P. #22

MERCHANDISING - 423
L.A.P. #18

MERCHANDISING - 424*
L.A.P. #6

MERCHANDISING - 425*
L.A.P. #23

MERCHANDISING - 426
L.A.P. #40

MERCHANDISING - 427
L.A.P. #5

MERCHANDISING - 428
L.A.P. #5

MERCHANDISING - 429
L.A.P. #16

MERCHANDISING - 430
L.A.P. #19

MERCHANDISING - 431
L.A.P. #16

MERCHANDISING - 432
L.A.P. #43

MERCHANDISING - 433
L.A.P. #9

MERCHANDISING - 434*
L.A.P. #7

MERCHANDISING - 435*
L.A.P. #58

MERCHANDISING - 436*
L.A.P. #29

MERCHANDISING - 437
L.A.P. #15

MERCHANDISING - 438*
L.A.P. #44

MERCHANDISING - 439
L.A.P. #19

MERCHANDISING - 440
L.A.P. #10

MERCHANDISING - 441*
L.A.P. #36

MERCHANDISING - 442*
L.A.P. #28

MERCHANDISING - 443
L.A.P. #9

MERCHANDISING - 444*
L.A.P. #40

MERCHANDISING - 445
L.A.P. #3

MERCHANDISING - 446*
L.A.P. #16

MERCHANDISING - 447*
L.A.P. #18

MERCHANDISING - 448
L.A.P. #2

MERCHANDISING - 449*
L.A.P. #54

MERCHANDISING - 450*
L.A.P. #53

MERCHANDISING - 451
L.A.P. #15

MERCHANDISING - 452*
L.A.P. #11

MERCHANDISING - 453*
L.A.P. #33

MERCHANDISING - 454*
L.A.P. #51

MERCHANDISING - 455*
L.A.P. #1

MERCHANDISING - 456*
L.A.P. #22

MERCHANDISING - 457*
L.A.P. #49

MERCHANDISING - 458
L.A.P. #15

MERCHANDISING - 459
L.A.P. #29

MERCHANDISING - 460*
L.A.P. #38

MERCHANDISING - 461*
L.A.P. #2

MERCHANDISING - 462
L.A.P. #26

MERCHANDISING - 463*
L.A.P. #26

MERCHANDISING - 464*
L.A.P. #19

MERCHANDISING - 465*
L.A.P. #20

MERCHANDISING - 466*
L.A.P. #4

MERCHANDISING - 467
L.A.P. #31

MERCHANDISING - 468*
L.A.P. #10

MERCHANDISING - 469*
L.A.P. #15

MERCHANDISING - 470*
L.A.P. #5

MERCHANDISING - 471*
L.A.P. #14

MERCHANDISING - 472*
L.A.P. #46

MERCHANDISING - 473*
L.A.P. #59

MERCHANDISING - 474*
L.A.P. #37

MERCHANDISING - 475*
L.A.P. #8

MERCHANDISING - 476
L.A.P. #6

MERCHANDISING - 477
L.A.P. #11

MERCHANDISING - 478
L.A.P. #11

MERCHANDISING - 479
L.A.P. #46

MERCHANDISING - 480
L.A.P. #7

MERCHANDISING - 481*
L.A.P. #56

MERCHANDISING - 482*
L.A.P. #9

MERCHANDISING - 483*
L.A.P. #17

MERCHANDISING - 484
L.A.P. #29

MERCHANDISING - 485*
L.A.P. #55

MERCHANDISING - 486*
L.A.P. #21

MERCHANDISING - 487
L.A.P. #11

MERCHANDISING - 488
L.A.P. #7

MERCHANDISING - 489*
L.A.P. #42

MERCHANDISING - 490*
L.A.P. #31

MERCHANDISING - 491*
L.A.P. #12

MERCHANDISING - 492*
L.A.P. #34

MERCHANDISING - 493
L.A.P. #9

MERCHANDISING - 494*
L.A.P. #43

MERCHANDISING - 495*
L.A.P. #47

MERCHANDISING - 496*
L.A.P. #48

MERCHANDISING - 497*
L.A.P. #35

MERCHANDISING - 498*
L.A.P. #24

MERCHANDISING - 499
L.A.P. #34

PRODUCT AND/OR SERVICE
TECHNOLOGY - 500
L.A.P. #36

PRODUCT AND/OR SERVICE
TECHNOLOGY - 501
L.A.P. #35

PRODUCT AND/OR SERVICE
TECHNOLOGY - 502
L.A.P. #20

PRODUCT AND/OR SERVICE
TECHNOLOGY - 503
L.A.P. #25

PRODUCT AND/OR SERVICE
TECHNOLOGY - 504
L.A.P. #19

PRODUCT AND/OR SERVICE
TECHNOLOGY - 505
L.A.P. #19

PRODUCT AND/OR SERVICE
TECHNOLOGY - 506
L.A.P. #36

PRODUCT AND/OR SERVICE
TECHNOLOGY - 507
L.A.P. #28

PRODUCT AND/OR SERVICE
TECHNOLOGY - 508
L.A.P. #35

PRODUCT AND/OR SERVICE
TECHNOLOGY - 509
L.A.P. #21

PRODUCT AND/OR SERVICE
TECHNOLOGY - 510
L.A.P. #28

PRODUCT AND/OR SERVICE
TECHNOLOGY - 511
L.A.P. #32

PRODUCT AND/OR SERVICE
TECHNOLOGY - 512
L.A.P. #28

PRODUCT AND/OR SERVICE
TECHNOLOGY - 513
L.A.P. #29

PRODUCT AND/OR SERVICE
TECHNOLOGY - 514
L.A.P. #33

PRODUCT AND/OR SERVICE
TECHNOLOGY - 515*
L.A.P. #31

PRODUCT AND/OR SERVICE
TECHNOLOGY - 516
L.A.P. #30

PRODUCT AND/OR SERVICE
TECHNOLOGY - 517
L.A.P. #20

PRODUCT AND/OR SERVICE
TECHNOLOGY - 518
L.A.P. #38

PRODUCT AND/OR SERVICE
TECHNOLOGY - 519
L.A.P. #38

PRODUCT AND/OR SERVICE
TECHNOLOGY - 520
L.A.P. #30

PRODUCT AND/OR SERVICE
TECHNOLOGY - 521
L.A.P. #31

PRODUCT AND/OR SERVICE
TECHNOLOGY - 522
L.A.P. #31

PRODUCT AND/OR SERVICE
TECHNOLOGY - 523
L.A.P. #31

PRODUCT AND/OR SERVICE
TECHNOLOGY - 524
L.A.P. #31

PRODUCT AND/OR SERVICE
TECHNOLOGY - 525*
L.A.P. #1

PRODUCT AND/OR SERVICE
TECHNOLOGY - 526*
L.A.P. #2

PRODUCT AND/OR SERVICE
TECHNOLOGY - 527
L.A.P. #3

PRODUCT AND/OR SERVICE
TECHNOLOGY - 528
L.A.P. #3

PRODUCT AND/OR SERVICE
TECHNOLOGY - 529
L.A.P. #3

PRODUCT AND/OR SERVICE
TECHNOLOGY - 560*
L.A.P.

PRODUCT AND/OR SERVICE
TECHNOLOGY - 561*
L.A.P. #38

PRODUCT AND/OR SERVICE
TECHNOLOGY - 562*
L.A.P. #34

PRODUCT AND/OR SERVICE
TECHNOLOGY - 563
L.A.P. #33

PRODUCT AND/OR SERVICE
TECHNOLOGY - 564
L.A.P. #39

PRODUCT AND/OR SERVICE
TECHNOLOGY - 565
L.A.P. #11

PRODUCT AND/OR SERVICE
TECHNOLOGY - 566*
L.A.P. #11

PRODUCT AND/OR SERVICE
TECHNOLOGY - 567*
L.A.P. #16

PRODUCT AND/OR SERVICE
TECHNOLOGY - 568
L.A.P. #17

PRODUCT AND/OR SERVICE
TECHNOLOGY - 569*
L.A.P. #12

PRODUCT AND/OR SERVICE
TECHNOLOGY - 570
L.A.P. #7

PRODUCT AND/OR SERVICE
TECHNOLOGY - 571
L.A.P. #11

PRODUCT AND/OR SERVICE
TECHNOLOGY - 572*
L.A.P. #14

PRODUCT AND/OR SERVICE
TECHNOLOGY - 573*
L.A.P. #15

PRODUCT AND/OR SERVICE
TECHNOLOGY - 574*
L.A.P. #6

PRODUCT AND/OR SERVICE
TECHNOLOGY - 575*
L.A.P. #9

PRODUCT AND/OR SERVICE
TECHNOLOGY - 576
L.A.P. #8

PRODUCT AND/OR SERVICE
TECHNOLOGY - 577
L.A.P. #9

PRODUCT AND/OR SERVICE
TECHNOLOGY - 578
L.A.P. #8

PRODUCT AND/OR SERVICE
TECHNOLOGY - 579*
L.A.P. #8

PRODUCT AND/OR SERVICE
TECHNOLOGY - 580*
L.A.P. #27

PRODUCT AND/OR SERVICE
TECHNOLOGY - 581*
L.A.P. #23

PRODUCT AND/OR SERVICE
TECHNOLOGY - 582
L.A.P. #39

PRODUCT AND/OR SERVICE
TECHNOLOGY - 583
L.A.P. #27

PRODUCT AND/OR SERVICE
TECHNOLOGY - 584*
L.A.P. #37

PRODUCT AND/OR SERVICE
TECHNOLOGY - 585*
L.A.P. #24

PRODUCT AND/OR SERVICE
TECHNOLOGY - 586*
L.A.P. #26

PRODUCT AND/OR SERVICE
TECHNOLOGY - 587*
L.A.P. #28

PRODUCT AND/OR SERVICE
TECHNOLOGY - 588*
L.A.P. #39

PRODUCT AND/OR SERVICE
TECHNOLOGY - 589
L.A.P. #21

PRODUCT AND/OR SERVICE
TECHNOLOGY - 590*
L.A.P. #19

PRODUCT AND/OR SERVICE
TECHNOLOGY - 591*
L.A.P. #17

PRODUCT AND/OR SERVICE
TECHNOLOGY - 592
L.A.P. #17

PRODUCT AND/OR SERVICE
TECHNOLOGY - 593*
L.A.P. #7

OPERATIONS - 594
L.A.P. #20

OPERATIONS - 595
L.A.P. #19

OPERATIONS - 596
L.A.P. #18

OPERATIONS - 597
L.A.P. #20

OPERATIONS - 598
L.A.P. #21

OPERATIONS - 599
L.A.P. #19

OPERATIONS - 600
L.A.P. #19

OPERATIONS - 601
L.A.P. #21

OPERATIONS - 602
L.A.P. #18

OPERATIONS - 603
L.A.P. #20

MANAGEMENT - 604
L.A.P. #15

MANAGEMENT - 605*
L.A.P. #15

MANAGEMENT - 606
L.A.P. #9

MANAGEMENT - 607
L.A.P. #10

MANAGEMENT - 608
L.A.P. #2

MANAGEMENT - 609*
L.A.P. #1

MANAGEMENT - 610
L.A.P. #12

MANAGEMENT - 611*
L.A.P. #7

MANAGEMENT - 612*
L.A.P. #5

MANAGEMENT - 613
L.A.P. #19

OPERATIONS - 614
L.A.P. #1

OPERATIONS - 615
L.A.P. #2

MANAGEMENT - 616
L.A.P. #22

OPERATIONS - 617
L.A.P. #15

OPERATIONS - 618
L.A.P. #15

OPERATIONS - 619
L.A.P. #15

OPERATIONS - 620*
L.A.P. #29

OPERATIONS - 621*
L.A.P. #16

MANAGEMENT - 622*
L.A.P. #30

MANAGEMENT - 623
L.A.P. #25

MANAGEMENT - 624*
L.A.P. #31

MANAGEMENT - 625
L.A.P. #25

MANAGEMENT - 627
L.A.P. #26

MANAGEMENT - 628
L.A.P. #24

MANAGEMENT - 629*
L.A.P. #32

MANAGEMENT - 630*
L.A.P. #28

OPERATIONS - 631
L.A.P. #8

OPERATIONS - 632*
L.A.P. #14

OPERATIONS - 633
L.A.P. #14

OPERATIONS - 634*
L.A.P. #11

OPERATIONS - 635*
L.A.P. #13

OPERATIONS - 636
L.A.P. #14

OPERATIONS - 637*
L.A.P. #10

OPERATIONS - 638
L.A.P. #5

OPERATIONS - 639
L.A.P. #7

OPERATIONS - 640
L.A.P. #10

OPERATIONS - 641*
L.A.P. # 5

OPERATIONS - 642
L.A.P. #6

OPERATIONS - 643
L.A.P. #6

OPERATIONS - 644
L.A.P. #9

OPERATIONS - 645
L.A.P. #9

OPERATIONS - 646*
L.A.P. #3

OPERATIONS - 647
L.A.P. #5

MANAGEMENT - 649
L.A.P. #25

OPERATIONS -650
L.A.P. #32

OPERATIONS - 651*
L.A.P. #22

MANAGEMENT - 652*
L.A.P. #16

MANAGEMENT - 653*
L.A.P. #21

MANAGEMENT - 654*
L.A.P. #38

OPERATIONS - 655*
L.A.P. #30

MANAGEMENT - 656
L.A.P. #34

MANAGEMENT - 657
L.A.P. #35

MANAGEMENT - 658
L.A.P. #35

MANAGEMENT - 659*
L.A.P. #36

OPERATIONS - 660
L.A.P. #2

MANAGEMENT - 661
L.A.P. #6

MANAGEMENT - 662*
L.A.P. #33

MANAGEMENT - 663
L.A.P. #18

MANAGEMENT - 664
L.A.P. #12

MANAGEMENT - 665*
L.A.P. #20

OPERATIONS -666
L.A.P. #15

OPERATIONS - 667
L.A.P. #12

OPERATIONS - 668*
L.A.P. #15

OPERATIONS - 669
L.A.P. #4

OPERATIONS - 671*
L.A.P. #27

OPERATIONS - 672*
L.A.P. #23

OPERATIONS - 673*
L.A.P. #25

MANAGEMENT - 674
L.A.P. #19

OPERATIONS - 675*
L.A.P. #32

OPERATIONS - 676*
L.A.P #33

OPERATIONS - 677
L.A.P. #27

OPERATIONS - 678*
L.A.P. #31

OPERATIONS - 679
L.A.P. #18

OPERATIONS - 680
L.A.P. #19

OPERATIONS - 681
L.A.P. #20

OPERATIONS - 682*
L.A.P. #20

OPERATIONS - 683
L.A.P. #17

OPERATIONS - 684
L.A.P. #20

OPERATIONS - 685*
L.A.P. #18

OPERATIONS - 686
L.A.P. #19

OPERATIONS - 689
L.A.P. #18

MANAGEMENT - 690*
L.A.P. #10

MANAGEMENT - 691*
L.A.P. #9

MANAGEMENT - 692
L.A.P. #6

MANAGEMENT -693*
L.A.P. #6

MANAGEMENT - 695*
L.A.P. #17

OPERATIONS - 696
L.A.P. #1

OPERATIONS - 697*
L.A.P. #12

OPERATIONS - 698
L.A.P. #8

OPERATIONS - 699
L.A.P. #22

OPERATIONS - 700
L.A.P. #7

OPERATIONS - 701
L.A.P. #4

OPERATIONS - 702
L.A.P. #4

OPERATIONS - 703
L.A.P. #6

OPERATIONS - 704
L.A.P. #8

OPERATIONS - 705*
L.A.P. #29

OPERATIONS - 706*
L.A.P. #6

OPERATIONS - 707*
L.A.P. #7

OPERATIONS - 708
L.A.P. #5

OPERATIONS - 709*
L.A.P. #9

OPERATIONS - 710
L.A.P. #9

MANAGEMENT - 711*
L.A.P. #25

MANAGEMENT - 712*
L.A.P. #2

MANAGEMENT - 713*
L.A.P. #22

OPERATIONS - 714
L.A.P. #15

MANAGEMENT - 715
L.A.P. #3

MANAGEMENT - 717
L.A.P. #19

MANAGEMENT - 718*
L.A.P. #37

MANAGEMENT - 719*
L.A.P. #34

MANAGEMENT - 720
L.A.P. #34

MANAGEMENT - 721*
L.A.P. #11

MANAGEMENT - 722
L.A.P. #19

MANAGEMENT - 723
L.A.P. #17

OPERATIONS - 724
L.A.P. #28

OPERATIONS - 725
L.A.P. #15

OPERATIONS - 726
L.A.P. #29

OPERATIONS - 727*
L.A.P. #28

OPERATIONS - 728*
L.A.P. #1

MANAGEMENT - 729*
L.A.P. #12

OPERATIONS - 730*
L.A.P. #26

MANAGEMENT - 731
L.A.P. #17

OPERATIONS - 732
L.A.P. #2

OPERATIONS - 733
L.A.P. #24

MANAGEMENT - 734
L.A.P. #5

OPERATIONS - 735*
L.A.P. #17

OPERATIONS - 736
L.A.P. #17

OPERATIONS - 737*
L.A.P. #21

OPERATIONS - 739
L.A.P. #18

MANAGEMENT - 740*
L.A.P. #14

MANAGEMENT - 741
L.A.P. #3

MANAGEMENT - 742
L.A.P. #14

MANAGEMENT - 743
L.A.P. #3

MANAGEMENT - 744
L.A.P. #14

MANAGEMENT - 745
L.A.P. #8

MANAGEMENT - 746
L.A.P. #8

MANAGEMENT - 747
L.A.P. #15

MANAGEMENT - 748*
L.A.P. #8

MANAGEMENT - 749*
L.A.P. #3

OPERATIONS - 750
L.A.P. #1

OPERATIONS - 751*
L.A.P. #2

OPERATIONS - 752
L.A.P. #15

MANAGEMENT - 753
L.A.P. #27

MANAGEMENT - 754*
L.A.P. #27

MANAGEMENT - 755
L.A.P. #31

MANAGEMENT - 756
L.A.P. #31

MANAGEMENT - 757*
L.A.P. #24

MANAGEMENT - 758
L.A.P. #1

MANAGEMENT - 759
L.A.P. #1

OPERATIONS - 761
L.A.P. #5

MANAGEMENT - 762
L.A.P. #5

MANAGEMENT - 763
L.A.P. #14

MANAGEMENT - 764
L.A.P. #6

MANAGEMENT - 765
L.A.P. #7

MANAGEMENT - 766
L.A.P. #13

MANAGEMENT - 767
L.A.P. #13

MANAGEMENT - 768
L.A.P. #8

MANAGEMENT - 769*
L.A.P. #4

MANAGEMENT - 770*
L.A.P. #35

MANAGEMENT - 771
L.A.P. #36

MANAGEMENT - 772
L.A.P. #36

OPERATIONS -773
L.A.P. #26

MANAGEMENT - 774
L.A.P. #37

OPERATIONS - 775
L.A.P. #16

MANAGEMENT -776
L.A.P. #20

OPERATIONS - 777
L.A.P. #2

MANAGEMENT - 778
L.A.P. #4

MANAGEMENT - 779
L.A.P. #37

MANAGEMENT - 780
L.A.P. #27

MANAGEMENT - 781*
L.A.P. #26

MANAGEMENT - 783
L.A.P. #17

OPERATIONS - 784*
L.A.P. #4

MANAGEMENT - 785
L.A.P. #27

MANAGEMENT - 786
L.A.P. #14

MANAGEMENT - 787
L.A.P. #27

OPERATIONS - 788
L.A.P. #2

MANAGEMENT - 789*
L.A.P. #13

MANAGEMENT - 790
L.A.P. #13

MANAGEMENT - 791
L.A.P. #26

MANAGEMENT - 792*
L.A.P. #18

OPERATIONS - 793
L.A.P. #23

OPERATIONS - 794
L.A.P. #30

MANAGEMENT - 795*
L.A.P. #23

OPERATIONS - 796
L.A.P. #33

OPERATIONS - 797
L.A.P. #26

OPERATIONS - 798
L.A.P. #23

OPERATIONS - 799
L.A.P. #25

OPERATIONS - 800
L.A.P. #31

MANAGEMENT - 801*
L.A.P. #39

MANAGEMENT - 802
L.A.P. #21

MANAGEMENT - 803
L.A.P. #39

[illegible] - 804
L.A.P. #39

SELLING - 805
L.A.P. #29

SELLING - 806
L.A.P. #46

SELLING - 807
L.A.P. #45

SELLING - 808
L.A.P. #35

SELLING - 809
L.A.P. #59

SELLING - 810
L.A.P. #43

SELLING - 811
L.A.P. #50

SELLING - 812*
L.A.P. #30

SELLING - 813
L.A.P. #14

SELLING - 814
L.A.P. #16

SELLING - 815
L.A.P. #16

SELLING - 816
L.A.P. #11

SELLING - 817
L.A.P. #19

SELLING - 818
L.A.P. #10

SELLING - 819
L.A.P. #13

SELLING - 820
L.A.P. #52

SELLING - 821
L.A.P. #15

SELLING - 822*
L.A.P. #34

SELLING - 823
L.A.P. #60

SELLING - 824*
L.A.P. #15

SELLING - 825*
L.A.P. #54

SELLING - 826
L.A.P. #28

SELLING - 827
L.A.P. #34

SELLING - 828*
L.A.P. #47

SELLING - 829*
L.A.P. #12

SELLING - 830
L.A.P. #40

SELLING - 831*
L.A.P. #17

SELLING - 832
L.A.P. #14

SELLING - 833*
L.A.P. #20

SELLING - 834
L.A.P. #17

SELLING - 835*
L.A.P. #21

SELLING - 836
L.A.P. #95

SELLING - 837
L.A.P. #25

SELLING - 838
L.A.P. #24

SELLING - 839*
L.A.P. #24

SELLING - 840
L.A.P. #23

SELLING - 841*
L.A.P. #55

SELLING - 842
L.A.P. #41

SELLING - 843*
L.A.P. #44

SELLING - 844*
L.A.P. #37

SELLING - 845*
L.A.P. #68

SELLING - 846*
L.A.P. #67

SELLING - 847*
L.A.P. #77

SELLING - 848*
L.A.P. #71

SELLING - 849*
L.A.P. #72

SELLING - 850*
L.A.P. #62

SELLING - 851*
L.A.P. #65

SELLING - 852
L.A.P. #61

SELLING - 853
L.A.P. #77

SELLING - 854
L.A.P. #84

SELLING - 855*
L.A.P. #80

SELLING - 856
L.A.P. #83

SELLING - 857
L.A.P. #92

SELLING - 858
L.A.P. #92

SELLING - 860*
L.A.P. #93

SELLING - 861*
L.A.P. #98

SELLING - 862
L.A.P. #32

SELLING - 859*
L.A.P. #79

SELLING - 863*
L.A.P. #39

SELLING - 864*
L.A.P. #8

SELLING - 865*
L.A.P. #32

SELLING - 866
L.A.P. #31

SELLING - 867
L.A.P. #39

SELLING - 868*
L.A.P. #41

SELLING - 869*
L.A.P. #31

SELLING - 870
L.A.P. #40

SELLING - 871*
L.A.P. #58

SELLING - 872
L.A.P. #41

SELLING - 873*
L.A.P. #40

SELLING - 874*
L.A.P. #49

SELLING - 875*
L.A.P. #59

SELLING - 876*
L.A.P. #52

SELLING - 877*
L.A.P. #28

SELLING - 878
L.A.P. #26

SELLING - 879*
L.A.P. #19

SELLING - 880
L.A.P. #48

SELLING - 881*
L.A.P. #27

SELLING - 882*
L.A.P. #57

SELLING - 883*
L.A.P. #38

SELLING - 884*
L.A.P. #51

SELLING - 885*
L.A.P. #42

SELLING - 886*
L.A.P. #53

SELLING - 887*
L.A.P. #18

SELLING - 888*
L.A.P. #11

SELLING - 889*
L.A.P. #16

SELLING - 890*
L.A.P. #14

SELLING - 891*
L.A.P. #30

SELLING - 892*
L.A.P. #47

SELLING - 893*
L.A.P. #46

SELLING - 894*
L.A.P. #29

SELLING - 895
L.A.P. #52

SELLING - 896*
L.A.P. #10

SELLING - 897*
L.A.P. #43

SELLING - 898*
L.A.P. #13

SELLING - 899*
L.A.P. #48

SELLING - 900*
L.A.P. #70

SELLING - 901
L.A.P. #67

SELLING - 902*
L.A.P. #63

SELLING - 903
L.A.P. #61

SELLING - 904*
L.A.P. #94

SELLING - 905
L.A.P. #61

SELLING - 906*
L.A.P. #61

SELLING - 907*
L.A.P. #64

SELLING - 908*
L.A.P. #25

SELLING - 909*
L.A.P. #82

SELLING - 910*
L.A.P. #81

SELLING - 911
L.A.P. #78

SELLING - 912*
L.A.P. #88

SELLING - 913*
L.A.P. #85

SELLING - 914*
L.A.P. #84

SELLING - 915*
L.A.P. #78

SELLING - 916*
L.A.P. #95

SELLING - 917*
L.A.P. #97

SELLING - 918
L.A.P. #43

SELLING - 919*
L.A.P. #7

SELLING - 920
L.A.P. #39

SELLING - 921
L.A.P. #1

SELLING - 922
L.A.P. #35

SELLING - 923*
L.A.P. #2

SELLING - 924
L.A.P. #44

SELLING - 925*
L.A.P. #35

SELLING - 926
L.A.P. #49

SELLING - 927
L.A.P. #60

SELLING - 928
L.A.P. #22

SELLING - 929*
L.A.P. #56

SELLING - 930*
L.A.P. #1

SELLING - 931
L.A.P. #34

SELLING - 932
L.A.P. #48

SELLING - 933*
L.A.P. #4

SELLING - 934*
L.A.P. #36

SELLING - 935
L.A.P. #36

SELLING - 936*
L.A.P. #5

SELLING - 937*
L.A.P. #60

SELLING - 938*
L.A.P. #3

SELLING - 939
L.A.P. #35

SELLING - 940*
L.A.P. #22

SELLING - 941
L.A.P. #28

SELLING - 942
L.A.P. #30

SELLING - 943*
L.A.P. #6

SELLING - 944*
L.A.P. #9

SELLING - 945
L.A.P. #8

SELLING - 946
L.A.P. #38

SELLING - 947*
L.A.P. #26

SELLING - 948*
L.A.P. #23

SELLING - 949
L.A.P. #40

SELLING - 950*
L.A.P. #33

SELLING - 951
L.A.P. #96

SELLING - 952*
L.A.P. #66

SELLING - 953
L.A.P. #69

SELLING - 954
L.A.P. #69

SELLING - 955
L.A.P. #67

SELLING - 956*
L.A.P. #69

SELLING - 957
L.A.P. #6

SELLING - 958
L.A.P. #63

SELLING - 959*
L.A.P. #91

SELLING - 960
L.A.P. #82

SELLING - 961
L.A.P. #74

SELLING - 962*
L.A.P. #74

SELLING - 963
L.A.P. #79

SELLING - 964
L.A.P. #91

SELLING - 965*
L.A.P. #83

SELLING - 966*
L.A.P. #73

SELLING - 967
L.A.P. #91

SELLING - 968
L.A.P. #73

SELLING - 969
L.A.P. #77

SELLING - 970
L.A.P. #26

SELLING - 971*
L.A.P. #76

SELLING - 972*
L.A.P. #75

SELLING - 973
L.A.P. #90

SELLING - 974
L.A.P. #89

SELLING - 975*
L.A.P. #90

SELLING - 976
L.A.P. #89

SELLING - 977*
L.A.P. #92

SELLING - 978*
L.A.P. #89

SELLING - 979*
+ L.A.P. #86

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MANAGING D.E. LEARNING SYSTEMS

Many professional journal articles and educational conferences are devoted to innovation and change in education. Distributive education coordinators are often asked to utilize innovating curriculum and instruction techniques in operating their programs. It is not uncommon for Career Education Divisions of state departments of public instruction and school administrators to request that local D.E. coordinators state their program goals and objectives in behavioral terms. Teacher education programs are advocating the use of competency-based curriculum studies in planning high school and post-secondary distributive education curriculum. Coordinators, in turn, are writing behavioral objectives for state reports or listing competencies which their students should develop to prepare for a career in distribution and then filing their work in a drawer with little change being made, in most cases, to classroom instruction. Why shouldn't they? Have they been provided with the pre-service or in-service education needed to understand the relationship between competencies, behavioral objectives, and learning activities? Do they know how to use competencies and behavioral objectives in developing meaningful learning activities? Much has been written about competencies, behavioral objectives, pre-tests and post-tests, learning activity packages, and using media in the classroom, but little has been done to provide coordinators with the information and skill to combine these educational innovations into developing and managing a learning system to improve the curriculum and instruction in their D.E. programs. The purpose of this article is to provide distributive education teacher-coordinators information on: The steps in developing and managing a learning system, the functions and decisions which should be performed by a D.E. learning manager, a comparison of a learning manager approach to a traditional teaching approach, and a project which is being developed to provide a learning system for D.E. coordinators.

Developing and Managing a Learning System

To develop and manage an effective learning system for his D.E. program, the coordinator needs to spend considerable time on his curriculum and instruction, the two major elements of any learning system. In developing the curriculum and instruction the coordinator must make two basic decisions. First, he must decide the objectives of the system, and second, he must decide on the instructional strategies or methods to accomplish the objective. Distributive education teacher-coordinators are dynamic, conscientious teachers and have believed in individualizing instruction for many years. The typical coordinator is constantly looking for ways to improve their classroom instruction. Managing a learning system for a D.E. program, however, involves more than effective classroom instruction, on-the-job training, or DECA. This is not to imply that any of these program elements are not important. The point is that, in addition to answering questions on how to teach, the coordinator must first carefully consider what he should teach. This process is often taken too lightly by the typical D.E. teacher-coordinator. An effective D.E. coordinator must carefully plan his curriculum(program goals and objectives) and also teach or direct the learning activities which will fulfill these goals. The teacher-coordinator, therefore, should be considered more than a teacher, he should be considered a "Manager of the Learning Process". As a learning manager, the teacher-coordinator must be able to perform many of the same functions as any manager. To develop and manage a learning system for a D.E. program the coordinator, as a learning manager, must be able to plan, develop, organize, direct, evaluate, and revise the curriculum and instruction for his students. Effective learning managers are required to make many critical decisions. The rationalities for these decisions should be well-thought through and based on the best available research, innovative projects, studies, and program practices. The following section identifies the steps in developing and managing a D.E. learning system, the functions which should be performed by a D.E. learning manager, and the decisions the learning manager makes in developing and managing the learning system.

STEP I: D.E. PROGRAM PLANNING

Plan program purposes and objectives. Decide curriculum competencies to be developed based on students' career goals.

Learning Managers Role in Planning Curriculum

1. Learning Manager studies sources of curriculum:
   - a. Student career goals and interests
   - b. Curriculum competencies needed for gainful employment:
     1. Lucy Crawford Competency Study
     2. John Carmichael Mid-Management Study.
   - c. "A Position Paper on Distributive Education" by American Vocational Association
   - d. Local task analysis
   - e. State and local curriculum guides
2. Learning Manager lists competencies to be developed by students
3. Add other concepts or goals

STEP II: D.E. CURRICULUM DEVELOPMENT

Write the general and specific behavioral objectives. Develop learning activities.

Learning Manager's Role in Developing Curriculum Materials

1. Write the general and specific behavioral objectives for the marketing competencies.
2. Develop the learning activities to fulfill the behavioral objective.
3. Utilize commercial or D. E. learning resource center instructional materials.

STEP III. D.E. PROGRAM ORGANIZING

Organize the learning activities into modules, blocks, mini-courses, or classes. Schedule and sequence the learning activities into large group, small group, and individualized instruction.

Learning Manager's Role in Organizing Curriculum

1. Decide if the curriculum organization can be completed by the computer.
2. Decide which competencies can be best fulfilled by:
   - a. In-school learning activities
   - b. On-the-job training experience
   - c. D.E.C.A. activities
   - d. Delegation to other resources
3. Decide how the competencies should be sequenced

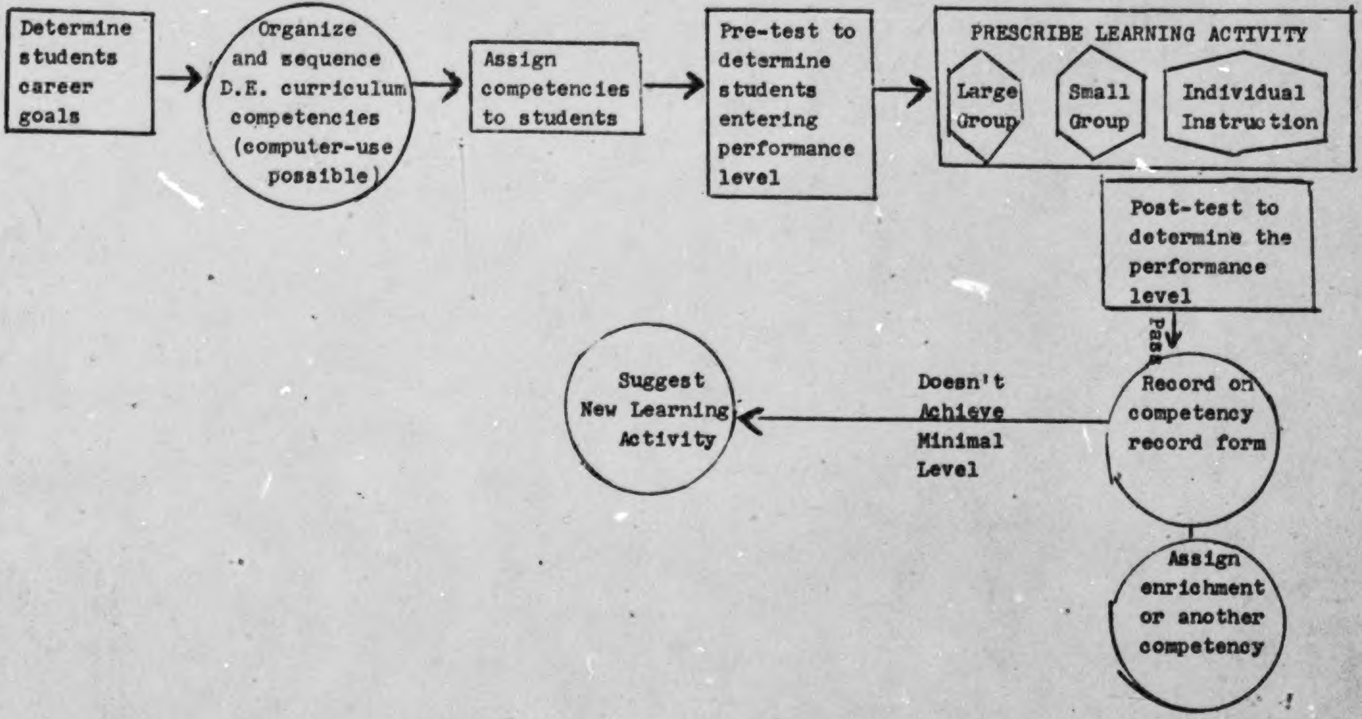
STEP IV: D.E. PROGRAM DIRECTING

Develop a favorable climate for learning. Explain your role as a learning manager. Explain the learning system to the students and initiate the learning activities to fulfill the behavioral objectives.

Learning Manager's Role in Directing Learning Activities

1. Decide what instructional approaches to use in directing the learning activities (See Table I: D.E. Manager of the Learning Process: Can You Direct These Learning Activities or Delegate Them to a Resource Person? on page 7 for a comprehensive list of instructional procedures a learning manager may utilize to direct the learning activities in his program.)
2. Utilize a variety of learning activities to insure motivation and adapt to different learning styles of students.
3. Implement an individualized approach to instruction using the following model.

LEARNING SYSTEM MODEL: DIRECTING THE LEARNING ACTIVITIES OF D.E. STUDENTS


Determine students career goals
Organize and sequence D.E. curriculum competencies (computer-use possible)
Assign competencies to students
Pre-test to determine students entering performance level
PRESCRIBE LEARNING ACTIVITY
Large Group
Small Group
Individual Instruction
Post-test to determine the performance level
Pass
Record on competency record form
Doesn't Achieve Minimal Level
Suggest New Learning Activity
Assign enrichment or another competency

STEP V: D.E. PROGRAM EVALUATION

PROGRAM EVALUATION IS A CONTINUOUS ON-GOING ACTIVITY: The learning manager should constantly be looking for means to improve his value decisions on curriculum and improve his ability to develop and direct the learning activities.

Learning Manager's Role in Evaluating the Learning System

1. Determine additions, deletions, or revisions to competencies of the curriculum.

2. Were the behavioral objectives achieved?
   a. Were performance standards too high or too low?
   b. Were behavioral objectives measurable?

3. Conduct student survey on positive and negative reactions to the system.

4. Could the learning activities have been fulfilled more effectively by a different approach or media?

TABLE I: D.E. MANAGER OF THE LEARNING PROCESS

Can You Direct These Learning Activities or Delegate Them to a Resource Person?

INDIVIDUAL INSTRUCTION

1. Learning activity packages
2. Performance contracts
   a. Learning-Manager proposed
   b. Student proposed
3. Individual counseling
4. Training plan
5. DECA competitive event
6. Programmed instruction
7. Audio-tutorial
8. Merit award program
9. Individual projects
10. Self-appraisal
11. Individual assignment sheets
12. Case problems

OCCUPATIONAL CONTACT

1. Field trip
2. Field observation
3. Field interview
4. Resource speakers
5. Style shows

PROBLEM SOLVING

1. Case problem
2. Role playing
3. Buzz groups (small groups)
4. Brainstorming
5. Individual counseling

MISC. GROUP INSTRUCTION

1. Inter-disciplinary activities
2. Committee projects
3. Bulletin board
4. Supervised study
5. DECA activities

GROUP INSTRUCTION

1. Role Playing
2. Panel discussion
3. Debate
4. Lecture-discussion
5. Newspaper articles
6. Business games

INSTRUCTIONAL MEDIA

1. Films
2. Tape recording.
3. Slides
4. Filmstrips-cassette tapes
5. Video tape
6. Overhead transparency
7. Flip Chart
8. Chalkboard

DEMONSTRATION AND PRACTICE

1. Teacher demonstration
2. Student demonstration
3. Practice and drill
4. Appointment practice
5. Telephone techniques
6. Store-within-the school
7. Simulation projects

READING AND WRITING

1. DECA manuals
2. Trade publication
3. Workbook
4. Magazine and newspaper articles
5. Job study guides

Learning Manager Approach vs. Traditional Teaching

The five steps provided have outlined the functions a learning manager must perform in managing and directing a learning system. The learning manager approach, although it incorporates many of the functions and techniques being presently used by D.E. teacher-coordinators, is more comprehensive than our traditional concept of a teacher. The learning manager approach may be contrasted from the "traditional teaching" approach by the following concepts.

1. The center of activity in the classroom is no longer the teacher as a large group instructor. The learning manager approach places emphasis on the coordinator being a director of learning and individually guiding students through learning activities rather than being a large group lecturer.

2. The learning manager approach will call for an increased emphasis on the use of small group instruction and also the use of delegating learning activities to a variety of resources, both in-school and in the community. (See Group Interaction, Occupational Contact, and Problem-Solving sections of TABLE I on page 5a.)

3. There will be more activities going on in the classroom at the same time. There may be several students working in small groups and other students working on an individualized basis through learning activity packages or audio-tutorial instruction.

4. The classroom will become a resource center which will house a learning system to provide students with the instructional materials to allow them to work individually and progress at their own rate.

5. A learning manager will have to be well organized to set up the filing system for the learning system in a manner that students can easily understand and use in directing their own learning activities.

6. The learning manager will have to become adept at analyzing individual learning problems of students and recommend learning activities which best meet the needs of the particular learning style of the students.

7. The learning systems approach requires a variety of resource materials to provide information on the competencies in many diverse areas such as human relations, communications, selling, product and service technology, merchandising, advertising, display, mathematics, management and operations, career development, and other areas. One standard textbook for each class member will be replaced with the concept of two or three copies of many books as resource materials.

8. The learning manager will now have to evaluate materials on how well students will learn by using them on a self-directional basis rather than how well he can "teach" with them.

9. The coordinator, as a learning manager, will have to organize and sequence individual students' curriculum, not curriculum for the entire class as a group in lock-step instruction.

These are a few concepts which distinguish the activities performed by a so revolutionary or do they present unsurmountable barriers which would discourage you from using a learning systems approach? The major barriers to implementing a learning system have been: (1) Lack of a complete system; (2) Lack of resources; (3) Lack of inservice education on managing the system. Before concluding the article on managing a learning system, it's only fair that certain concepts and approaches be presented that will hopefully assist you in considering to move to a learning systems approach to manage your D.E. Program.

Considerations in Implementing a Learning System

1. No one D.E. teacher-coordinator can plan and develop a comprehensive learning system for his D.E. program. There are projects being developed which will provide many of the elements of a D.E. learning system. The Inter-State Distributive Education Curriculum Consortium Project, directed by Wayne Harrison in Wisconsin, is developing a learning system utilizing learning activity packages. The learning activity packages are developed to fulfill the 983 competencies identified in the Lucy Crawford Study as being needed by workers in selected distributive occupations. There are eleven states involved in this project: Alabama, Florida, Georgia, Indiana, Iowa, Kansas, Kentucky, North Carolina, Ohio, Washington, and Wisconsin. By December of 1973, the states will have developed, field-tested, revised, and printed approximately 350 learning activity packages to fulfill marketing competencies needed by distributive education students. The learning activity packages will have behavioral objectives, suggested learning activities for group and individual instruction, pre-tests, and post-tests. More information can be obtained on this project through the National Director or any of the state directors of the consortium.

2. Enroll in workshops, conferences, or courses which will allow you to initiate work on a learning system for your program.

3. Obtain copies of competency studies and other projects which identify curriculum and instruction elements of a learning system. Ask your state department personnel or teacher educators for sources of information on competency studies and other materials suggested in the section on steps in developing and managing a learning system.

4. Encourage the establishment of a curriculum development committee of your state distributive education teachers association and jointly plan a program of work with your state department personnel and teacher educators to begin work on a state curriculum project.

There are many learning systems being developed and tested in schools throughout the nation. It will not be long until learning systems will be developed and tested in distributive education. A competency-based learning system should provide for us a well-organized, systematic approach to operating D.E. programs and obtaining the accountability which will be demanded of our programs. Will we be ready?

Roger Ditzenberger
Business Education Forum

D.E., Learning Systems, and You

The D.E. Coordinator and Learning Systems' Use

Many professional journal articles and educational conferences are devoted to innovation and change in education. Distributive education coordinators are often asked to utilize innovative curriculum and instruction techniques in operating their programs. Many times coordinators become excited about the learning systems approach for operating their program while they are attending a seminar or workshop but are unable to follow-up on their excitement because of their extremely busy schedules of their local program assignments. Most D.E. coordinators realize the values inherent in a learning system's approach to D.E. program operation and believe that they should be "managers of the learning process" rather than traditional teachers. To change to a systems approach the D.E. coordinator will probably go through many of the following adoption stages:

STAGE 1: Knowledge of the elements of a D.E. learning system.

STAGE 2: Awareness of the values of a systems approach to D.E. curriculum and instruction.

STAGE 3: More thorough knowledge and understanding of a learning systems approach to D.E. program operation.

STAGE 4: Desire to use elements of a learning systems approach in his program operation.

STAGE 5: Analysis of current program curriculum and instruction to determine strengths and areas which need improvement.

STAGE 6: Determine sources of D.E. learning systems input for your local program operation.

STAGE 7: Firm belief and committment that a D.E. learning system is for you.

STAGE 8: Receive inservice training and materials for use in your program.

STAGE 9: Involvement in modifying, changing, and adapting present program operation to adopt a "learning systems approach" to your program.

Needless to say, this is not a painless process. D.E. learning systems are comprehensive, complex, and time-consuming to develop, organize, and implement. The rewards and outcomes for your students are, however, well worth the time, effort, and money expended. No one coordinator should be asked to develop a complete, comprehensive learning system for his program. Coordinators, however, should have a knowledge of learning systems (STAGE 1) and be aware of the values inherent in a learning system (STAGE 2). The Business Education Forum, April 1973, will provide you with excellent background information on using learning systems in distributive education. Coordinators should also be aware of what D.E. learning systems have been developed, such as the Inter-State D.E. Curriculum Consortium Project and what impact it may have on local program operation.

The next section should provide you with a self-analysis checklist which may assist you in determining if your D.E. program is as systematic as you would like it.

Self-Analysis of your D.E. Program

The D.E. teacher-coordinator's role in the future will be compared with that of a manager of a business. As a "learning manager," the teacher-coordinator must be able to plan, organize, direct, evaluate, and revise the curriculum and instruction for his students. The coordinator should be constantly evaluating what he teaches, as well as how he teaches it. The following checklist should provide you with a self-evaluation which will hopefully lead to providing a more systematic approach to your curriculum and instruction.

I. Goals of the Program

____ Yes ____ No A. Students are enrolled in D.E. on the basis of a career interest in marketing and distribution.

B. A primary purpose of our program is for the students to develop:

1. Common competencies such as:

____ Yes ____ No Human relations

____ Yes ____ No Communications

____ Yes ____ No Math

_____ Yes _____ No B. I have spent time on sequencing the competencies within areas, such as

Orientation to D.E.
Human relations
Selling
Product-service technology
Communications
Math
Merchandising
Advertising
Display
Operations and management
Basic economic concepts
Career development concepts

_____ Yes _____ No C. Instructional materials are selected and used on the basis of what competencies are needed by the student rather than on availability of instructional resources to me and ease of use.

_____ Yes _____ No D. I use a variety of learning activities, as well as different types of media. I don't get in a rut of using one or a few learning strategies to develop competencies.

____ Yes ____ No E. Business resources of the community are used in instruction.

____ Yes ____ No F. I have conducted student surveys on positive and negative reactions to my instruction.

____ Yes ____ No G. I frequently visit training stations and consult with sponsors concerning students' progress.

____ Yes ____ No H. Whenever possible, I work cooperatively with training sponsors in developing a training plan for students' on-the-job training.

____ Yes ____ No I. I have spent time with advisory committees to develop competency-based training plans.

____ Yes ____ No J. I spend time on striving for total student involvement in local DECA chapter activities.

____ ~~Yes~~ ____ No K. I spend time in individual counseling sessions with all students--not just the problem student or superior student.

If you would like to improve your D.E. program and feel that the checklist provides you with ideas on where to start, why not investigate what a "D.E. learning systems approach can do for your program?"

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ABSTRACT: FOLLOWING AN INTRODUCTION AND DIRECTIONS FOR USING THE GUIDE IN SECTION I, CONTENTS ARE ORGANIZED INTO TWO MAIN SECTIONS: THE CAREER RESOURCE CENTER--STRATEGIES FOR ITS DEVELOPMENT AND USE, AND THE CAREER RESOURCE CENTER--MATERIALS AND RESOURCES FOR ITS IMPLEMENTATION. SECTION II PROVIDES A DETAILED, STEP-BY-STEP APPROACH TO IMPLEMENTING AND UTILIZING A CENTER, INCLUDING OUTREACH, INCENTER, AND COMMUNITY BASED STRATEGIES. FOR EACH SUGGESTED STRATEGY, THE STRATEGY DEVELOPER, STUDENT CAREER DEVELOPMENT LEVEL, PURPOSE, LEARNING LOCATION, AND PROCEDURES ARE PRESENTED. SAMPLE FORMS, SURVEY INSTRUMENTS, AND CORRESPONDENCE ARE INCLUDED. THE METHODS OF CAREER RESOURCE SELECTION, ORGANIZATION, AND UTILIZATION ARE DESCRIBED. SECTION III CONTAINS THE FOLLOWING: COMMERCIAL PRODUCT DESCRIPTIONS, A SUGGESTED LIST OF PUBLISHERS OF CAREER EDUCATION MATERIALS, DESCRIPTIONS OF CAREER INFORMATION SYSTEMS, FREE AND INEXPENSIVE CAREER RESOURCES, AND SUGGESTED GENERAL CAREER REFERENCES. (RG)

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THE CAREER RESOURCE CENTER:
PUTTING IT ALL TOGETHER

An Exemplary Guide

by

Steve Sweetland
and
Dennis Niebeling

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Saint Paul Public Schools
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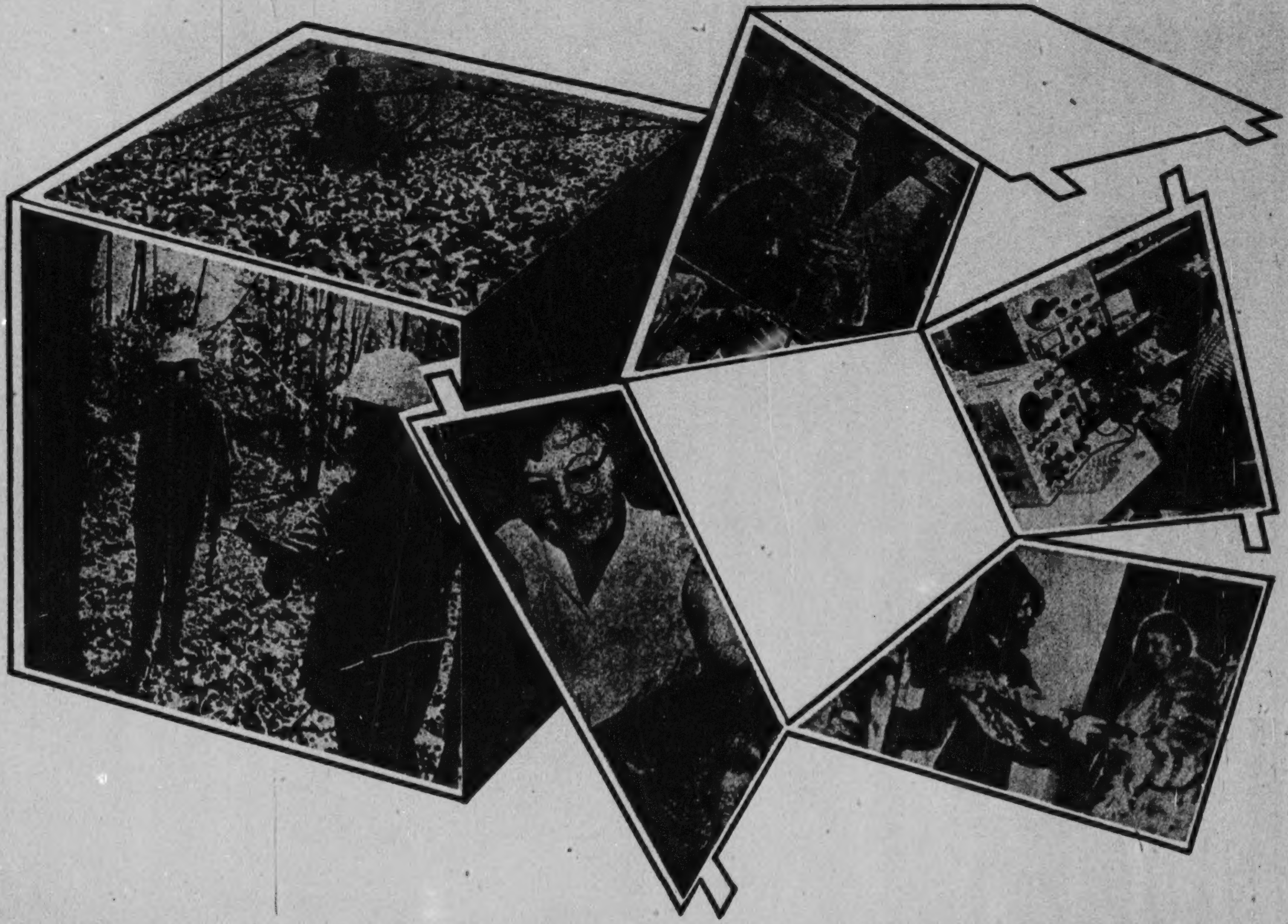
THE CAREER RESOURCE CENTER: a beginning



THE CAREER RESOURCE CENTER:

Putting It All Together

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FOREWORD

During the past five years there has been one theme that has emerged in American education that is addressed to the public's demand for relevant instruction, that of Career Education. With that demand, career oriented instruction, supported by the U.S. Office of Education, has now gained a priority position among the major programs to be implemented by today's educators.

The Minnesota State Board of Education, believing in the concept of Career Education, adopted a position paper on Career Education in May 1972. This paper establishes the role of the State Department of Education in relation to Career Education. One of the activities indicated by the position paper is the utilization of occupational resources at every level and in all careers to help the student reach life goals. This charge necessitated the development of programs and materials to provide assistance in implementing the goals of Career Education into curriculum at the community school level. The preparation of this guide provides a viable response to the challenge extended to educators to ready students for the demanding and rapidly changing future of the world of work.

The Career Resource Center: Putting It All Together, an Exemplary Guide developed by staff of the Saint Paul Public Schools, working in Career Education and Guidance programs, defines one process model by which Career Resource Centers can become established in the schools. The procedures, materials and ideas outlined within this guide have been developed and shared with the intent that it will generate enthusiasm among others in education to focus their attention on the career needs of youth. It should be emphasized that the guide represents a beginning, not an end in the development of Career Resource Centers. The authors encourage the study of alternative methods of organizing and operating Career Resource Centers, as it is by this process that we may improve the delivery of career oriented instruction.

INTRODUCTION

The Career Resource Center: Putting It All Together, An Exemplary Guide has been prepared to assist our fellow educators in the development and implementation of career resource centers, to be used with the wide range of secondary age youth they serve. The experience of career development is one shared in common by all students as they gain awareness of their abilities, interests and values. Each of these students can benefit from the systematic exposure to relevant career oriented materials and activities as they set personal goals that will lead them toward an on-going involvement in the world of work. The impact of these exposures is focused on creating a sense of controlling one's destiny; the outcome of which places an emphasis on each individual gaining career management skills that promote self direction.

The body of the Guide is divided into two sections:

1. THE CAREER RESOURCE CENTER:
   STRATEGIES FOR ITS DEVELOPMENT AND USE
2. THE CAREER RESOURCE CENTER:
   MATERIALS AND RESOURCES FOR ITS IMPLEMENTATION

The first provides a step by step approach to implementing and utilizing a center, including out-reach, in-center and community based strategies.

The second provides a listing and description of career resource materials that have been found to be useful in facilitating the career development of youth. Each of these sections were written and prepared after studying many alternative models, and represent a synthesis of the work of career specialists in Minnesota and other states.

The authors of this Guide hope that it will be a valuable resource in the development of programs that meet the unique career needs of each student.

ACKNOWLEDGMENTS

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Additional recognition should be given to the Saint Paul Public Schools, School Board and Administration for their endorsement of Career Education by adopting and supporting the Saint Paul Public School's Position Paper on Career Education, July 1974.

Finally, recognition should be given to the production team including Typist Lois McEwen and Artist David Atkinson for their contributions in preparing the guide for publication.

USING THE GUIDE

In writing and preparing this guide, the authors shared a concern that the prospective readers would possess varying experience in the development of career resource centers. Assuming this to be true, and having a strong concern that the guide have a practical focus, this section was included to provide direction to your study and use.

Each of the following Center Development Stages were posed to assume a logical entry point of the reader's interest and need for assistance.

1. Ground zero — desire to start a Career Resource Center
2. The Career Resource Center is already in existence, but there is a need for more monies to purchase additional materials and equipment
3. You have a Career Resource Center, but it is not being fully utilized by the students and staff
4. The Career Resource Center is already in existence, but there is a need to evaluate career materials, reorganize the materials, or develop some other methods to get the information to the students
5. Your Career Resource Center is already in operation, but there is a need for more career related materials and equipment

By identifying your situation relative to each of these stages and then following the suggestions offered, you may save considerable time in locating the ideas, methods and materials that are specifically directed to your individual needs. Each of the stage descriptions include objectives and a study focus that will assist you in your efforts.

Center Development Stage: Ground Zero — desire to start a Career Resource Center

Objectives:

1. To implement a Career Resource Center
2. To utilize a Career Resource Center
3. To select resources for the Center

Study Focus: Beacuse each school varies considerably in the amount of existing equipment, materials, monies, staff and administrative support, we suggest you read through section II of the guide and make use of the information which is applicable to your situation.

Center Development Stage: The Career Resource Center is already in existence, but there is a need for more monies to purchase additional materials and equipment.

Objectives:

1. To purchase more materials.
2. To purchase more equipment.
3. To receive more money to up-date existing materials and occupational files.

Study Focus: Check the table of contents for the section of the guide that is titled "How Do You Get Funds To Develop and Operate A Career Resource Center." You may find some new ideas to use.

Center Development Stage: You have a Career Resource Center but it is not being fully utilized by the students and staff.

Objectives:

1. To develop an awareness on the part of the students.
2. To develop an awareness on the part of the staff.
3. To develop an awareness on the part of the parents.

Study Focus: Check the table of contents for the section of the guide on "Career Resource Center Utilization Strategies". There are some outreach, in-center, or community resource strategies that may be of some help to implementing your center.

Center Development Stage: The Career Resource Center is already in existence, but there is a need to evaluate career materials, re-organize the materials or to develop methods to get information to the students.

Objectives:

1. To evaluate career resources.
2. To organize career materials.
3. To deliver the information to the student.
4. To develop career activity packages.

Study Focus: Refer to page 61 for the section on "Methods of Career Resource Selection, Organization and Utilization" for many suggestions, examples and ideas that should help you achieve the above objectives.

Center Development Stage: Your Career Resource Center is already in operation, but there is a need for more career related materials and equipment.

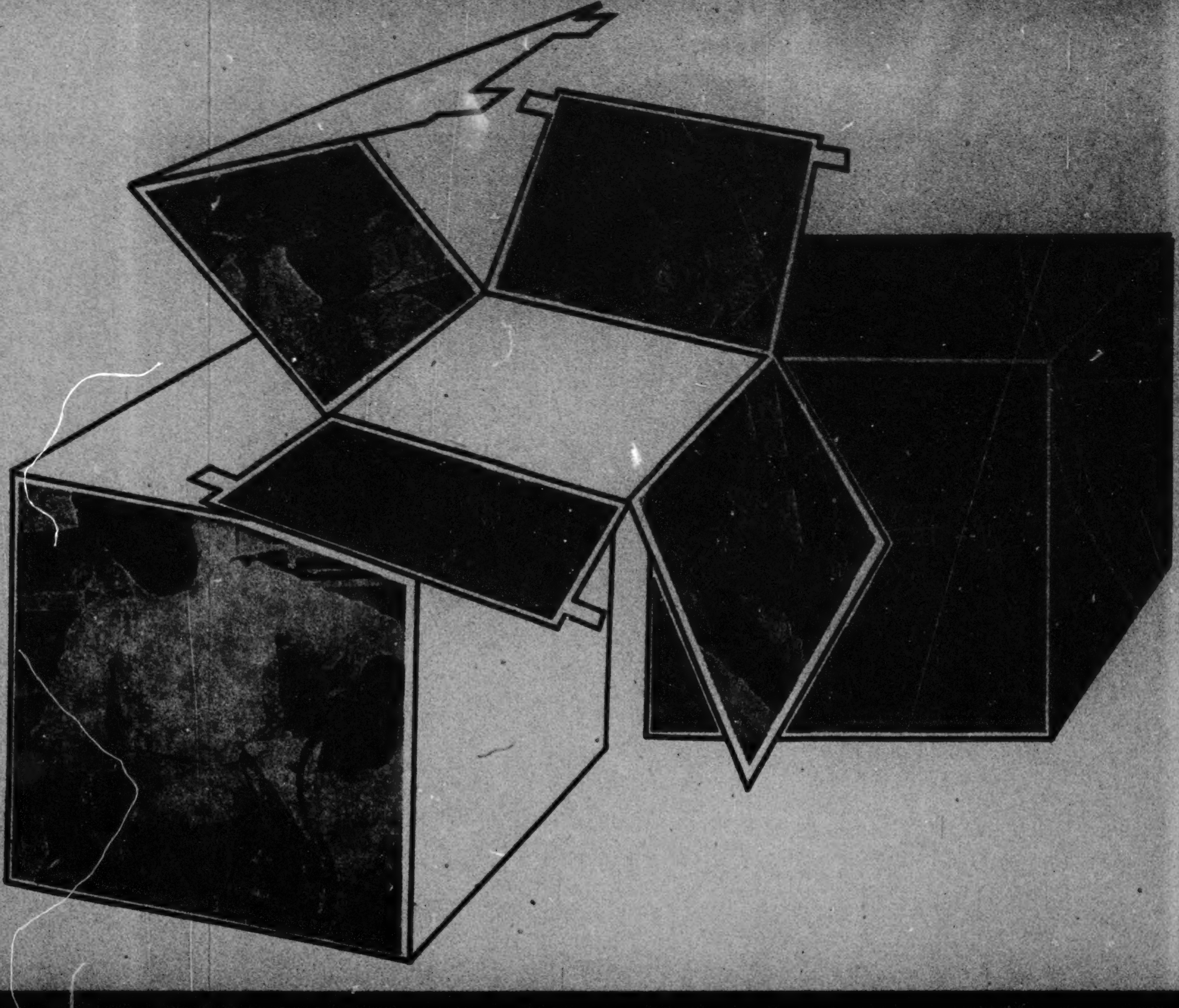
Objectives:

1. To know what commercial products have already been field tested in career resource centers by practitioners.
2. To learn where these products are available.
3. To become knowledgeable of their approximate costs.
4. To learn appropriate age levels for product use.
5. To learn how to obtain free and inexpensive career related materials.

Study Focus: Refer to section III of the guide which describes commercial products, career information systems, Minnesota career resources, free and in-expensive materials and other career references.

THE CAREER RESOURCE CENTER:

strategies for its development and use



CAREER RESOURCE CENTER IMPLEMENTATION STRATEGIES

Why A Career Resource Center?

The purpose of a Career Resource Center is to provide a single centralized place where students, teachers and counselors can secure up-to-date relevant career information and assessment tools. Each of these groups will benefit from assembling, organizing and dispensing the information from one center staffed with trained personnel. Materials for the center should be gathered from the library, classrooms and counseling offices. By collecting all career materials in the school, an accurate inventory can be taken to determine the need for supplementary acquisitions and significantly increase the exposure of these materials to those seeking information.

Support for the development of a Career Resource Center can best be accomplished by forming a committee of interested staff, representing a variety of disciplines. Leadership for the centers usually comes from the guidance and counseling department, as counselors generally have the broadest concerns for the career development of students. Using the systems approach of identifying the most accepting and interested group to initiate planning, should be emphasized as the most effective means of getting started.

The immediate task of the committee should be establishing a rationale for having a Career Resource Center. The collection of "hard data" to support the development of C.R.C. is often useful. There are a number of commercially developed needs assessment instruments that can provide data to justify a Career Resource Center, they include:

Assessment of Career Development
Career Planning Program
Houghton Mifflin
1900 South Batavia Avenue
Geneva, Illinois 60134

Career Maturity Inventory
C.T.B. McGraw-Hill
Delmonte Research Park
Monterey, California 93940

Counseling Priority Inventory
Educators Assistance Institute
2500 Colorado Blvd.
Santa Monica, California 90406

Not only do these instruments provide a basis for the development of a C.R.C., but they also provide data that will be useful to infuse career education into the curriculum and assist individual students.

Additional justification for the development of a Career Resource Center can be gained by referring to the American College Testing Program Study and the Position Paper on Career Development written by the A.V.A. - N.V.G.A. Commission on Career Guidance and Vocational Education. The first provides statistical support, and the latter a narrative description for the need for career guidance.

The article "Career Development of Youth: A Nationwide Study" by Prediger, Roth and Noeth, written in the October 1974 issue of the **Personnel and Guidance Journal** provides further support for career related instruction by describing students perceived needs for help. "One of the most striking findings of this study is students' apparent receptivity to receiving help with career planning. More than three fourths of the nation's high school juniors would like such help; the proportion is almost as high for 8th graders. In both grades, more girls than boys are looking for career planning help. If recognition of the need for help with career planning is interpreted as an indicator of readiness, then American teenagers appear to be anxious to get on with career development.

Help with "making career plans" is far the major area of need indicated by 11th graders; "finding after-school or summer work" is in second place. Far down on the list is "discussing personal concerns," the primary task for which many schools counselors have been trained.

What Can A Career Resource Center Do?

The general services outlined in this section provide a broad base upon which to develop strategies for effective utilization. The following discussion of C.R.C. services is offered as an initial suggestion, however, it should not limit the development of other creative strategies. Springer and Johansen's article "Career Resource Center: An Extension of the Guidance Services to Students", **Pupil Personnel Services Journal** Minnesota Department of Education, Vol. 3 No. 3 1974 provides the background for the following:

Services to Students

1. Identification of post-secondary training opportunities.
2. Visits by institutional representatives.
3. Availability of post-high school training catalogs.
4. Administration of career inventories (need assessment, interest, values and job satisfaction).
5. Special needs groups (decision-making and job preparation).
6. Exploration and study of career alternatives.
7. A place where students can drop in and browse through career materials.
8. A place where students can talk with each other about careers.
9. A place where there is one or more adults available to listen and talk with the students about their career plans as well as help develop ways that these plans can be achieved.

10. A place that may provide a job placement service.

Services to Teachers

1. Availability of career-related classroom materials.
2. Career consultant service available to suggest infusion techniques.
3. A place where teachers may refer students that have questions about careers.

Services to Counselors

1. Pre-graduation/decision-making assistance.
2. Financial aid information.
3. Evaluation or career materials.
4. Parent visits.
5. Career exploration activities.

In developing specific strategies, it is helpful to have an organizational system to guide your efforts. The Career Information Media: The Complete Spectrum format developed by Albert Thompson of Teachers College, Columbia University provides an excellent method of assessing the comprehensiveness of your career information system.

10. On-The-Job-Tryout:
    Part time and summer jobs
    work study programs.

9. Directed Exploratory Experiences:
    Work Samples —
    Work Evaluation Tasks.

Provides direct contact with actual work situations

8. Direct Observation:
    Visits to work settings.

7. Synthetically Created Work Environments:
    Combination of stimuli and
    environmental manipulation.

6. Simulated Situation:
    Career Games — Role Playing

Simulation of Work Settings and Occupational Roles

5. Interviews with Experts:
    Questioning representatives of
    occupations — Career Days.

4. Computer Based Systems:
    Computer systems which store, retrieve
    and process occupational data in
    response to individual requests.

3. Programmed Instructional Materials:
    Books — workshops
    career kits.

2. Audio Visual Aids:
    Films — tapes — slides — etc.

1. Publications:
    Books — Monographs — charts —
    pamphlets — catalogs —
    directories — etc.

Information is processed by and adapted to the needs of the individual Information is prestructured, fixed, and designed for general use

How Do You Write A Plan Or Proposal?

Upon the completion of the needs assessment and the identification of services to be provided, a committee can begin the task of developing a proposal that has substantial support based on student needs and projected outcomes.

In preparation for writing a proposal it is helpful to develop an outline to organize your thoughts. The sample below is offered as an aid to assist proposal writers.

Name of Proposal: ________________
Submitted to: ________________
Submitted by: ________________
Purpose: ________________
    Justification: ________________
    Projected Utilization: ________________
    Student Outcomes: ________________
Requirements: ________________
    Space: ________________
    Materials (Hard and Soft): ________________
    Staff: ________________
Budget: ________________
    Re-Modeling: ________________
    Equipment: ________________
    Materials: ________________
    Staff: ________________

How Do You Get A Career Resource Center Started?

A graphic look at the process of implementing a Career Resource Center can be studied in Kosuth's and Miltenberger's, **Teaching For Career Decision-Making** where a flo chart is used to diagram each step. The 15 steps are also described in an expanded description of the process. The steps listed below represent their implementation plan.

Steps

1. Determine Needs
2. Develop C.R.C. Proposal

3. Administrative Approval
4. Funding
5. Obtain Space and Staff
6. Order Equipment, Materials and Supplies
7. Develop Career Activity Packages for Center Use
8. Orient Center Staff
9. Orient School Staff
10. Arrange for Exposure to Business, Industry and Community
11. Orient Students to Center
12. Develop Records on Students Using Center
13. Develop Evaluation Tools
14. Develop Follow-Up Tools
15. Make Necessary Adjustments Based on Evaluation

Additional resources that will aid those developing a C.R.C. would include:

Who's Minding The Store? A Blueprint for Implementation of a Career Information Center $30.00

Walter T. Metcalf and Associates
2034 Ciprian Avenue
Camarillo, California 93010

Career Center Information $5.50

County Office of Education
45 Santa Teresa Street
San Jose, California 95110

Developing a School Based Career Center

Junior High Program (sound/filmstrips) $25.00
Senior High Program (sound/filmstrips) $25.00

Dr. Thomas Jacobson
5945 Highgate Court
LaMesa, California 92041

Guidelines for Establishing a Career Information Center $2.50

National Career Information Center
1607 New Hampshire Ave. N.W.
Washington, D.C. 20009

Sheldon Career Education Guide $9.95

E. H. Sheldon Equipment Company
716 Nims Street
Muskegon, Michigan 49443

How Do You Get Funds To Develop And Operate A Career Resource Center?

The lack of money should not be a barrier to implementing your Career Resource Center! Remember this venture is a cooperative effort and will take time and monies from numerous sources to fully be effective. You may wish to develop a plan or proposal to begin your Career Resource Center and submit it to the Administrator, Superintendent, Principal, or the Department of Career Education. Many other sources of funds can also be used in providing the center with appropriate material and facilities. You should consider all of these sources of funds in your planning:

1. Principal's Fund
2. Audio Visual budget
3. Library budget
4. Vocational Education Funding
5. Guidance budget
6. P.T.A. contribution
7. Local industry contribution

NOTE: Shared financial responsibility for implementing a Career Resource Center can make your project a reality!

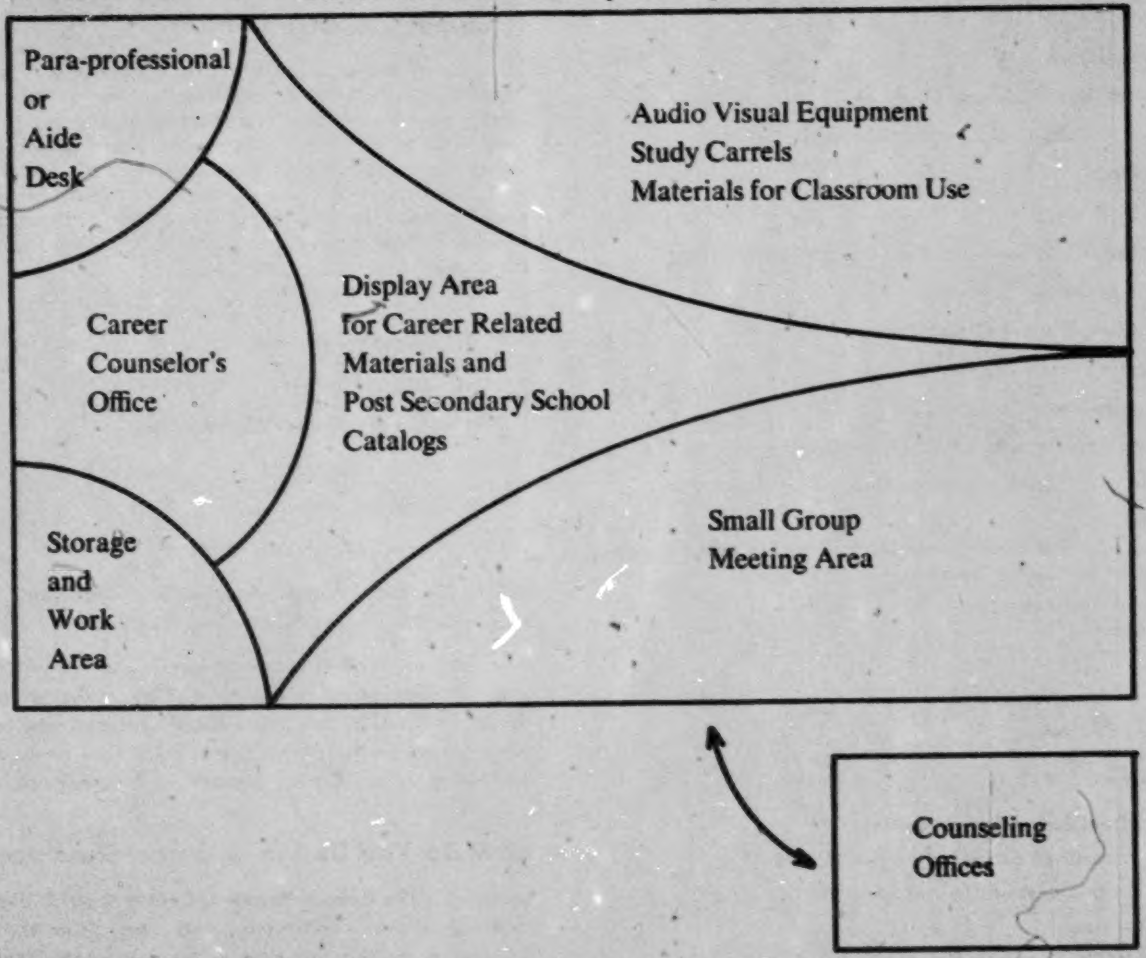
Your request for funds can be greatly aided when you can demonstrate that only necessary and high quality materials are being secured. The materials listed in this guide should support you in this effort. Additional information on funding Career Education projects can be obtained by reviewing Ryan's **Career Education, A Handbook of Funding Resources.**

How Do You Design A Career Resource Center?

Location — The Career Resource Center should, if possible, be convenient to the guidance department, and away from the administrative offices. Another possibility may be to have it located convenient to the lunchroom or commons area, if it is well staffed. Still another possibility is to locate the center near the front entrance, especially if it is to be used by the community.

The following diagram is provided to give you some idea as to the general space allocations to be alloted to each of the different components of the center. As you study your floor plan, it will be necessary to establish priorities depending on available space. Each of the examples that follow suggest possible methods of allocating space depending on its availability.

Career Resource Center Space Requirements


Para-professional
or
Aide
Desk
Career
Counselor's
Office
Storage
and
Work
Area
Display Area
for Career Related
Materials and
Post Secondary School
Catalogs
Audio Visual Equipment
Study Carrels
Materials for Classroom Use
Small Group
Meeting Area
Counseling
Offices

Space — In most cases a converted classroom will have to suffice for the Career Resource Center. A room 24' x 30' or larger will allow room for:

1. An open display system for much of the career materials. The system may include bookcases, free standing or wall mounted pamphlet display racks, bulletin boards and open bin filing systems.
2. Study carrels or other independent study areas.
3. Small group discussion area.
4. Space for equipment such as sound filmstrip projectors, tape players, Microfiche reader, viewdeck, etc.
5. Secretaries desk or para-professional's desk.
6. Office space for the Career Counselor.
7. Copy machine, used to make copies of one of a kind materials so that the student may leave the center with something in their hand.

If the room is larger, some of the following ideas should be considered:

1. Combination work room-storage area. This area may be used to store extra materials and packets of career materials to be checked out to the classrooms. Also stored in this area may be equipment such as a 16mm film projector and tape player (to be used for large groups) if the budget allows.
2. A Career Cart System.
3. Office for a Work Experience Coordinator.

Other needs to consider in the Career Resource Center are:

1. Plenty of electrical outlets to allow for room arrangement and location of the audio visual equipment.
2. Permanent projection screen.
3. Telephone.
4. Typewriter.
5. Informal furniture, etc.
6. Adequate budget for up-dating, supplementing, and resupplying the necessary materials.
7. Making the center appealing to the student. Get away from the school look if possible.

Staffing — There should be a Career Counselor in charge of the Career Resource Center. His or her tasks should include:

1. Development and implementation of the Center.
2. Ordering equipment and materials for the Center.
3. Developing systems for referring students to the Center.
4. Arrange for speakers, programs, interviewers, post-secondary school representatives, etc.
5. Keeping abreast of the latest developments in Career Education.
6. Conduct group guidance programs.

There is a real need for a full time para-professional in the Center also. The following tasks are examples of what this person may be expected to perform:

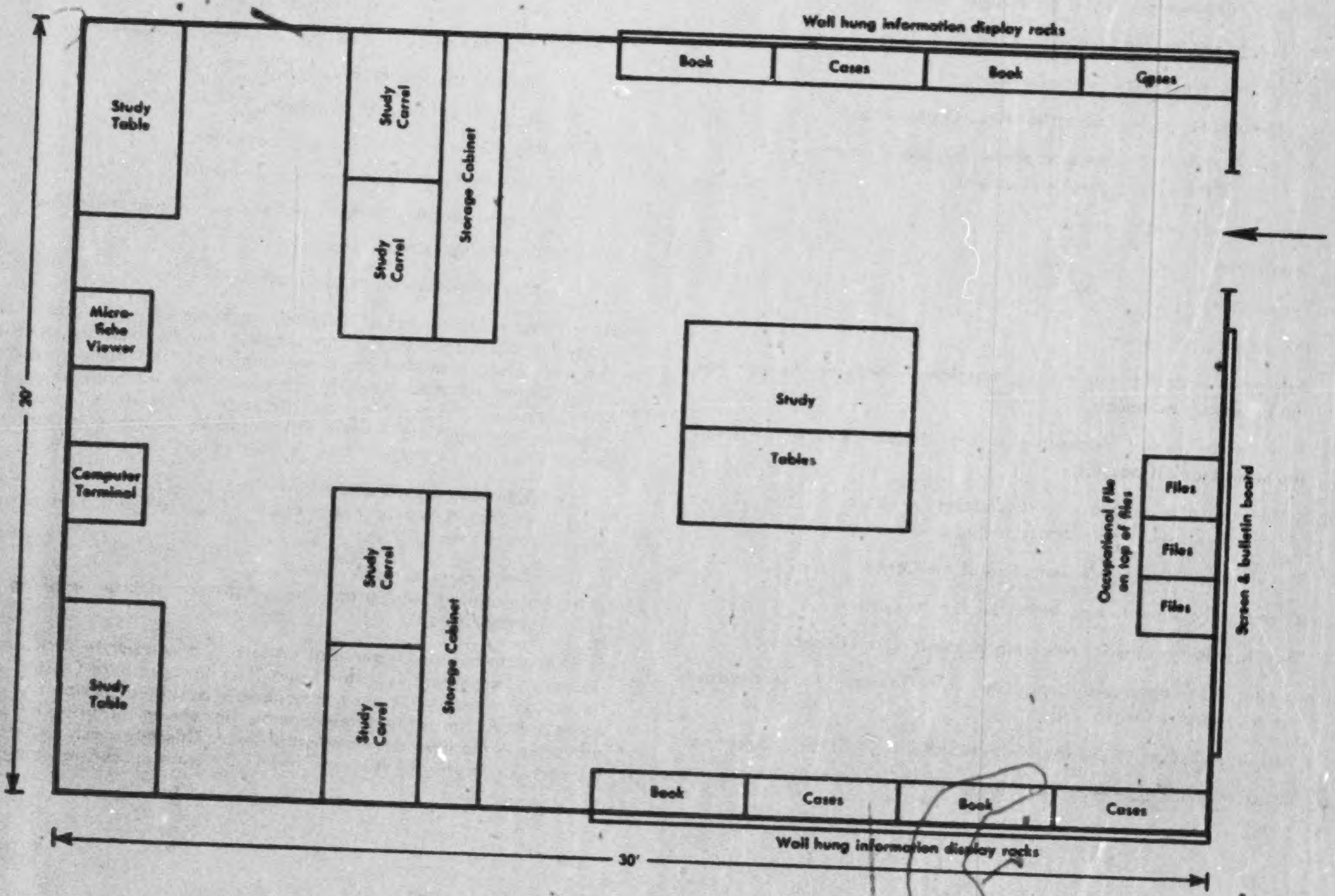
1. Locating information for the students and teachers.
2. Setting up apointments with speakers, interviewers, post-secondary school representatives, military representatives, etc.
3. Administer surveys, inventories, etc.
4. Show the students how to operate the equipment.
5. Write thank you letters.
6. Write for additional materials.
7. Maintain card files and index systems.
8. Help students fill out application forms.
9. Keep a running inventory of equipment and materials.
10. Setting up bulletin boards.
11. Orientating students and staff to the Center.

Floor Plans — The design of a Career Resource Center will be dictated by many variables such as the room, space, funds, location, electricity, etc. The floor plans provided are samples of what has been implemented in four different schools. They provide alternative methods of organizing a center, and should provide you with some initial ideas for consideration in your planning. One method that could be explored is organizing the Career Resource Center into two developmental components:

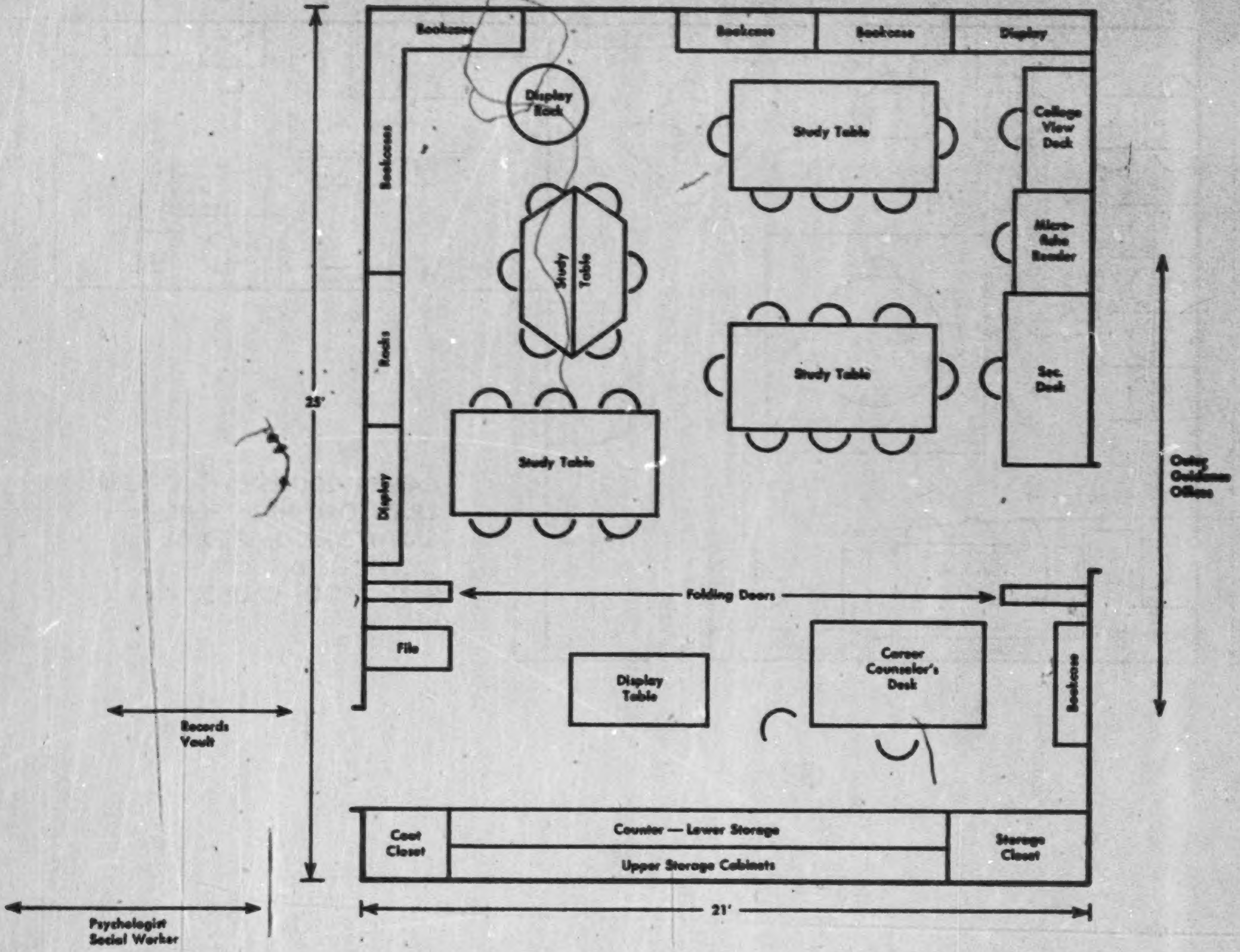
1. **Knowing myself and occupations**
   (orientation and exploration — focus on self and occupational awareness)
2. **Preparing for work**
   (planning and preparing — focus on decision-making and job preparation)

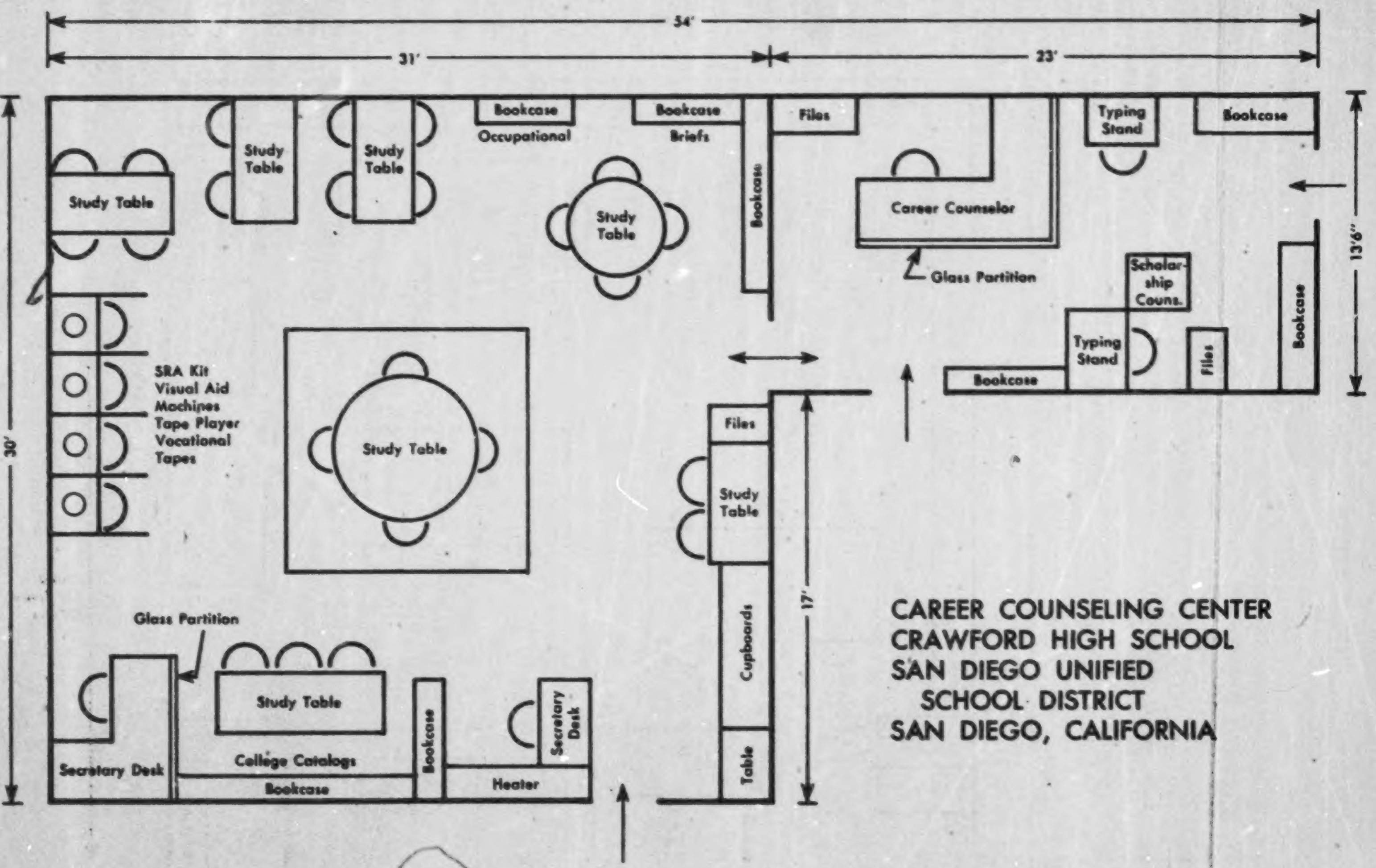
This developmental - sequential pattern is a composite structure of "The Career Management Program" and "The Occupational Clusters of Career Education Maturity." Each component is designed to operate as a separate unit. As the student develops his/her career maturity, he/she would move on to the next developmental level. This approach is suggested, as the career maturity of students age 12-18 changes considerably.

CAREER RESOURCE CENTER
at the
CAREER STUDY CENTER II
ST. PAUL PUBLIC SCHOOLS


Wall hung information display racks
Book
Cases
Book
Cases
Study Table
Study Carrel
Study Carrel
Storage Cabinet
Micro-fiche Viewer
Computer Terminal
Study Tables
Study Table
Study Carrel
Study Carrel
Storage Cabinet
Occupational File on top of files
Files
Files
Files
Screen & bulletin board
Book
Cases
Book
Cases
Wall hung information display racks
30'
30'

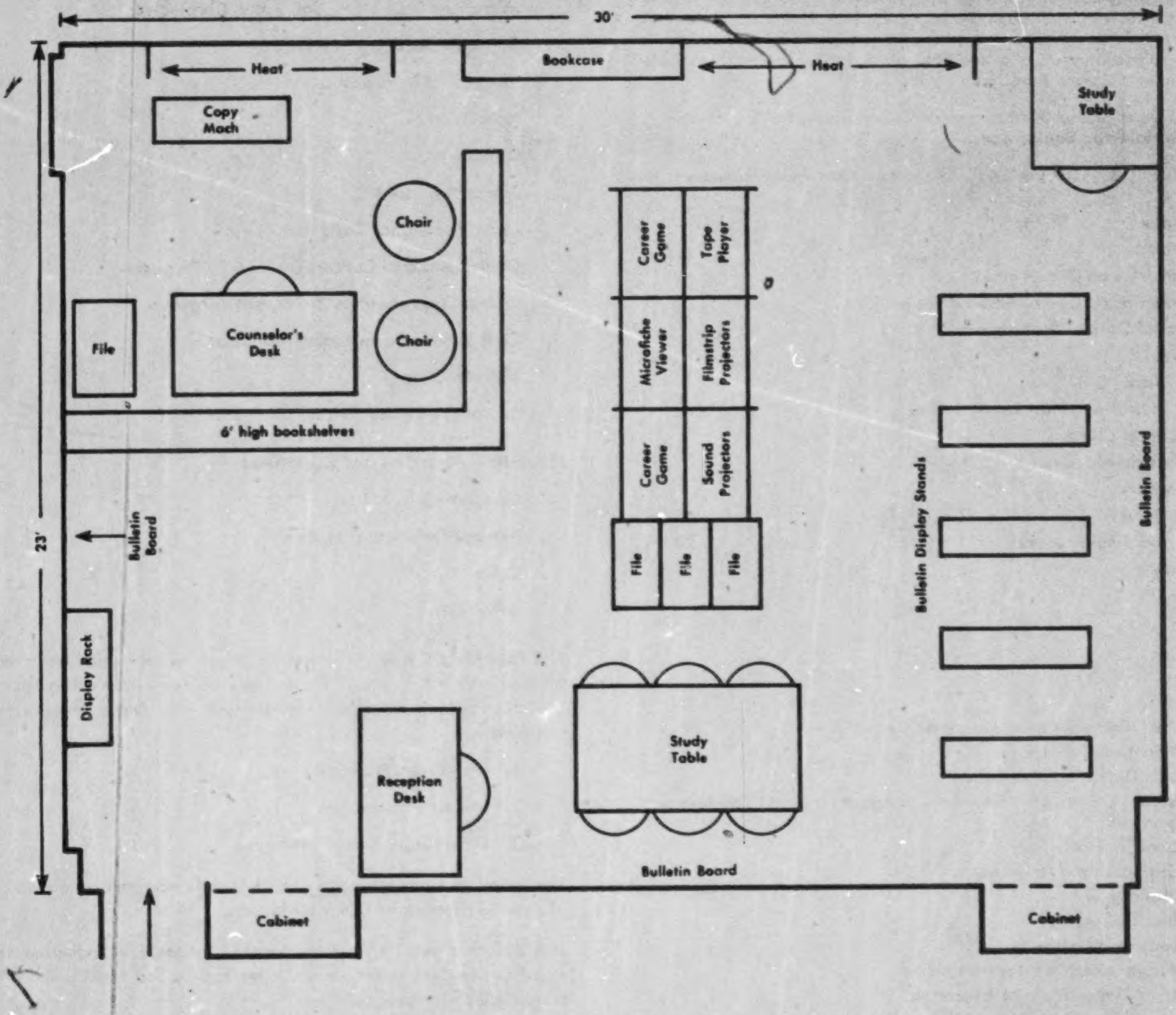
ARMSTRONG HIGH SCHOOL RESOURCE CENTER


Bookcase
Bookcase
Bookcase
Display
Bookcases
Display Rack
Study Table
College View Desk
Study Table
Micro-fiche Reader
Racks
Study Table
Sec. Desk
Display
Study Table
25'
Outer Guidance Offices
Folding Doors
File
Display Table
Career Counselor's Desk
Bookcase
Records Vault
Coat Closet
Counter — Lower Storage
Upper Storage Cabinets
Storage Closet
21'
Psychologist Social Worker


54'
31'
23'
30'
17'
13'6"
Study Table
Study Table
Study Table
Bookcase
Occupational
Bookcase
Briefs
Study Table
Bookcase
Files
Career Counselor
Glass Partition
Typing Stand
Bookcase
Scholarship Couns.
Typing Stand
Files
Bookcase
Bookcase
SRA Kit
Visual Aid
Machines
Tape Player
Vocational
Tapes
Study Table
Files
Study Table
Cupboards
Table
Glass Partition
Study Table
Secretary Desk
College Catalogs
Bookcase
Bookcase
Secretary Desk
Heater

CAREER COUNSELING CENTER
CRAWFORD HIGH SCHOOL
SAN DIEGO UNIFIED
SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

ST. PAUL MECHANIC ARTS HIGH SCHOOL • CAREER RESOURCE CENTER • 97 E. CENTRAL AVE.


30'
23'
Heat
Bookcase
Heat
Study Table
Copy Mach
Chair
Chair
File
Counselor's Desk
6' high bookshelves
Career Game
Tape Player
Microfiche Viewer
Filmstrip Projectors
Career Game
Sound Projectors
File
File
File
Bulletin Board
Display Rack
Bulletin Display Stands
Bulletin Board
Study Table
Reception Desk
Bulletin Board
Cabinet
Cabinet

How Do You Phase-In Materials And Equipment?

A common problem that perplexes all Career Resource Center developers is meeting the rising cost of implementing a center. The cost of a well equipped center necessitates phasing in equipment and materials over a period of years. The three stage phase-in process outlined below is offered as a suggestion of one method of ordering priorities in the implementation of a Career Resource Center.

A suggested 3 year phase in program of Career Resource Materials:
Phase 1 — Materials and Equipment

- Career File (i.e. Occupational File from Chronicle Guidance or Careers)
- Career Index
- Career World
- Sound filmstrips on Occupations
- Sound filmstrips on Career Related Topics
- Occupational Outlook Handbook
- Job Survival Kit
- World of Work I & II
- Readings in Interpersonal Relationships
- KEYS or Career Clusters
- Sound Filmstrip Machines
- Tape Recorders
- Projection Screen
- Shelving and display racks
- Study Carrels
- Desk
- Chairs
- Tables
- Files
- Free Materials
    1. Post high school training information
    2. Vocational directory
    3. U.S. Department of Labor
    4. Local Office of Minnesota Department of Employment Services
    5. Civil Service
    6. Scholarship information
    7. Military
    8. Health Careers
    9. Local businesses
    10. Apprenticeship information
    11. State Department of Education

Phase II — Materials and Equipment

- Career Tapes
- Microfiche (i.e.: VIEW, Job Bank, Chronicles)
- Comic Books (King and I.P.D.)
- Vocational Biographies
- Hello World
- Discovery
- Job Experience Kit
- Cross Vocational Skills
- Encyclopedia of Careers (Vol. I & II)-Ferguson
- Career Opportunities (5 Vol. set)-Ferguson
- Civil Service Examination Manuals
- Slide Projector
- Microfiche Reader Printer

Phase III — Materials and Equipment

- Computer
- Storage Cabinets — Mobile
- Carts
- Other Kits

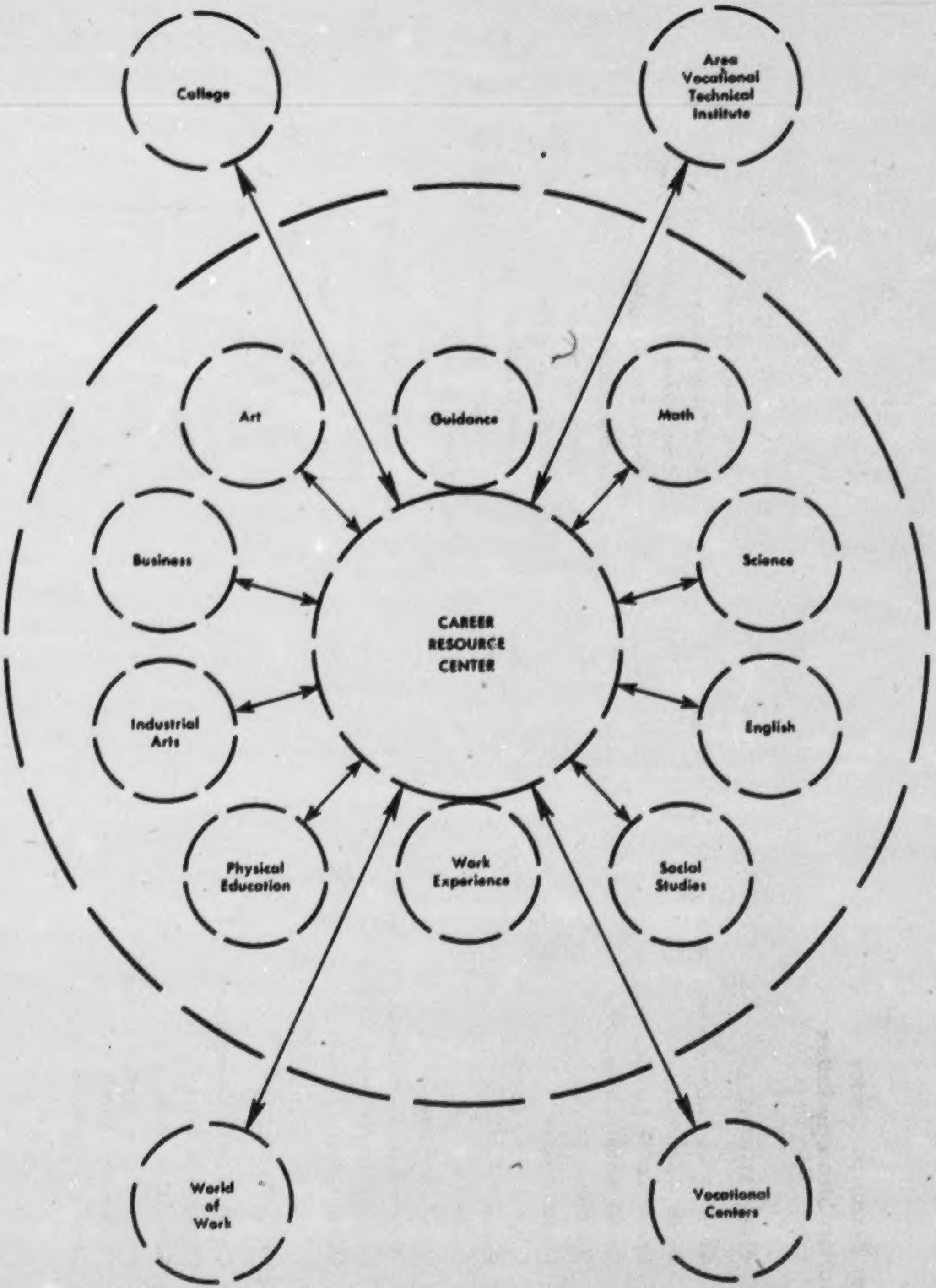
The following Career Strategy Descriptions represent activities that can be found at all levels of Thompson's career information system format. The descriptions have been organized into three categories for your convenience:

1. Out-Reach Strategies
2. In-Center Strategies
3. Community Based Strategies

The Index that precedes the descriptions is provided to aid in the location of desired career strategy information.

The diagram that follows provides a graphic introduction to the relationship the Career Resource Center has as the focal point of a school's career education program.

THE CAREER RESOURCE CENTER
THE HUB OF A SCHOOL BASED
CAREER EDUCATION PROGRAM


College
Area Vocational Technical Institute
Art
Guidance
Math
Business
Science
CAREER RESOURCE CENTER
Industrial Arts
English
Physical Education
Work Experience
Social Studies
World of Work
Vocational Centers

The double arrows and the open lines indicate the interactive process that will promote the on-going development of a career education program.

CAREER RESOURCE CENTER UTILIZATION STRATEGIES

Career Resource Center
Utilization Strategy Index

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Explorer Career Program 52
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How Do Out-Reach Strategies Promote Center Use?

Career Strategy: **Career Resource Center Open House**

Strategy Developer: Career Resource Center, Mechanic Arts High School, St. Paul

Staff Career Development Level: Orientation

Purpose: To allow the staff to become acquainted with the Career Resource Center

Learning Area: Career Resource Center

Procedure:

One method of getting the staff to become more aware of what the Career Resource Center is and what services it can provide for the staff and students is to have an open house. There are any number of ways this can be done: (1) open house for one department at a time, (2) open house all day and invite the staff to come in during their prep time. Maybe have coffee and cookies available, (3) open house after school instead of a staff meeting, (4) being part of total school open house where the parents can visit the Career Resource Center also.

Career Strategy: **Career Contact Sessions**

Career Developer: Unknown

Staff Career Development Level: Orientation

Purpose: Encourage staff involvement in career program through utilization of the Career Resource Center

Learning Area: Career Resource Center

Procedures:

Selectively invite interested staff to Career Resource Center. Identify staff that you perceive as most supportive of career education. Seek out their ideas about how the center could be used. Share possible materials and strategies that they could successfully infuse into their classroom instruction. See the following Guidelines for Innovators . . . Systems Approaches to Career Development/Career Education Programs for specific suggestions to implement this strategy. The Guidelines were obtained from **Orienting Prospective Teachers to Career Education** — T.E.C. module one, developed at the University of Minnesota.

24

GUIDELINES FOR INNOVATORS . . .

SYSTEMS APPROACHES TO CAREER DEVELOPMENT/CAREER EDUCATION PROGRAMS

General Guidelines

1. Build a relationship with the system (Internal or External Consultant: Analyze your position in the system)
2. Diagnose the system — Preassessment (Needs or cause of problem; Communications, relationships) Why system needs changing
3. Provide a strategy (potential solution to meet need) Have a specific plan
4. Analyze resources — existing and needed Human and non-human resources Financial, physical, other
5. Implement the strategy
6. Assess the effectiveness of the strategy How do you account for the change? How do you document the change?
7. Provide for feedback into decision-making, improvement, and redesign
8. Provide for dissemination of results

Systems Evaluation

1. Analyze the population
   What is your target population?
   For whom is the program intended?
   Is in-service training needed?
2. Analyze the setting
   In what kind of setting or environment is the program to operate?
3. Analyze the community
   What are the relevant needs and characteristics of the larger community in which the setting is located?
   What other agencies might be affected or involved?
4. Analyze the objectives
   What are the objectives or your innovation, stated specifically and behaviorally?
   What are your priorities among your objectives?
5. Identify the methods
   What method, media, and materials will you use for developing and implementing your program?
   What methods will you adapt, develop, or create?
6. Analyze the outcome
   To what extent has each objective been achieved?

You As A Change Agent

1. Be open, responsible, competent and available.
2. Build a support system including people who
   —are trusted, open, competent
   —have some power or status within the system
   —are risk-takers or innovators in the system
   —communicate well with others
3. Choose a change strategy which is reasonable, feasible (not too big a change too fast)
4. Choose an innovation that will not be too threatening to too many
5. Anticipate resistance and the forms it will take (apathy, hostility, etc.)
6. Choose a strategy that has a good chance of succeeding — success breeds success
7. Build a communication system in a variety of ways — person-to-person, coffee chats, feedback mechanisms
8. Seek both internal and external support (administrators, parents, curriculum directors, faculty council)
9. Have some alternative or backup strategies
10. Be prepared to negotiate
11. Provide incentives and rewards for participation
12. Constantly evaluate content and Process

Career Strategy: Career Coffee Klatch

Strategy Developer: Unknown

Staff Career Development Level: Orientation

Purpose: To familiarize staff with the materials and services of the Career Resource Center

Learning Area: Career Resource Center

Procedures:

Invite staff by departments to visit the Career Resource Center. Keep the session low keyed and personalized to encourage active participation by staff.

Direct session toward staff needs and interests through informal questions and answers. Encourage their input and stress the use of career skills tasks as a means of directing and coordinating a school wide careers program.

Career Strategy: Career Resource Inventory

Strategy Developer: Unknown

Staff Career Development Level: Orientation

Purpose: To make available a current listing of all materials located in the Career Resource Center to all staff. The inventory will increase staff awareness and utilization of Career Resource Center materials.

Learning Area: Career Resource Center

Procedures:

Compile a Career Resource Inventory, using career levels i.e. exploration, course titles i.e. English as organizational units. Distribute inventories at staff or department meetings.

Note: Add supplements to the inventory as new materials are added to the Career Resource Center, encourage all staff to suggest materials to be acquired. See inventory card below to see career inventory format.

CAREER RESOURCE
INVENTORY CARD

Format Code ________

Title:

Publisher:

Distributor:

Media Description:

Reference or Expendable. (Circle One)

Career Strategy: The Career Game

Strategy Developer: Dr. Thomas Irwin

Student Career Development Level: All levels

Purpose: To encourage students to visit and use the materials and services of the Career Resource Center.

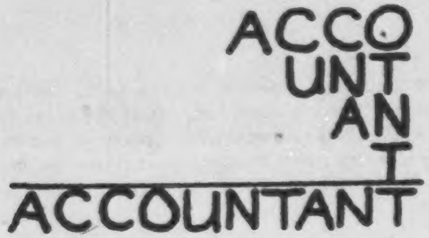
Learning Area: All classrooms and Career Resource Center.

Procedures:

Reproduce the Career Game chart and distribute to students through homeroom or social studies class. As students read through the steps of the game it should encourage them to visit the Career Resource Center. See following for game format.

Start 1 Free Move FORWARD	Move Forward 2 Steps If you know what you want to be careerwise when you graduate. Otherwise, move Forward 1 Step	Move Forward 7 Steps If you believe it is important that you make a career decision at this time. Otherwise move Forward 2 Steps	Move Forward 2 Steps If you have a specific career in mind. Otherwise move Backward Step 1	JEOPARDY Career and major indecision makes you question the value of education. Move Backward 2 Steps If second time Step 1
				Move Forward 1 Step If you know all you need to know about careers (market, major needed, etc.) Forward 4 Steps
Move Forward 5 Steps If you would like information about possible training programs or majors. Otherwise, move Backward 2 Steps	Move Forward 6 Steps If you would like to know what your interest, abilities, etc. are. Otherwise, move Forward 1 Step	JEOPARDY You reach your sophomore year and need to choose a training program or major field of study. GO BACK TO START and reanswer the questions. If second time, move FORWARD 1 STEP	Move Forward 1 Step If you know that your training program or major will lead to a career equal to your interests. Otherwise, move Forward 3 Steps	Move Forward 6 Steps If you know what training program or major field of study will get you to your specific career. Otherwise, move FORWARD 4 STEPS
Move Forward 3 Steps If you know where to go for information about careers, training programs, placement, etc. Otherwise, move Forward 2 Steps	NATIONAL CAREER INFORMATION CENTER AMERICAN PERSONNEL AND GUIDANCE ASSOC. 1607 New Hampshire Avenue N.W., Washington, D.C. 20009			
JEOPARDY You reach your senior year and find no jobs or post secondary education programs. GO BACK TO START. If second time, Move Backward 1 Step	The Guidance Department and Career Resource Center are good sources for information. Use them! Move Forward 1 Step	Good Luck! If you ever need help with a career, training program, or placement, we can help. Move Forward	STOP Career counseling is for you! See your counselor. Move forward to the guidance department or Career Resource Center.	

Career Strategy:	**Career Doodles**
Strategy Developer:	**Career World Magazine**
Student Career Development Level:	All levels
Purpose:	To provide awareness and motivation toward the study of career options.

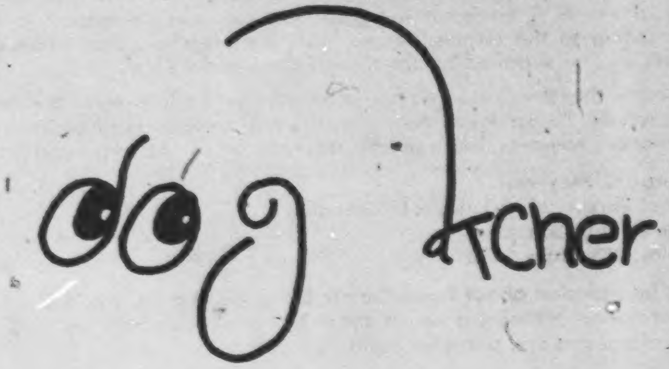


Career Strategy:	**Career Bulletin Board**
Strategy Developer:	
Student Career Development Level:	Orientation
Purpose:	To inform the students about what the Career Resource Center is and what it has to offer to the students.
Learning Area:	Hallway
Procedure:	The design of the bulletin board and the up-dating of the information can be the responsibility of the Career Resource Center Coordinator, the para-professional aid, the volunteer, or the students.

Learning Area:	Hall or classroom Bulletin board.

Procedures:

Sponsor a contest to encourage students to draw career doodles. Use Career World magazine to give students a few ideas about possible careers they could draw (doodles). Award prizes for the best doodle drawing i.e. pizza. See following for an example of a career doodle.



Career Strategy:	**Career Cart**
Strategy Developer:	Eau Claire Public Schools, Eau Claire, Wisconsin
Student Career Development Level:	All levels
Purpose:	To transport career materials to the classroom, auditorium, etc.
Learning Area:	Classrooms.

Procedures:

Career Cart. The Cart is a unit on wheels that allows for a convenient method of disseminating and transporting career materials to the classroom. The following list of materials and equipment should be a permanent part of the Career Cart: (1) The Occupational Outlook Handbook, (2) A College guide, (3) The Directory of courses offered in area vocational technical institutes, (4) Apprenticeship Information Guide, (5) Minnesota Association of private vocational schools directory, (6) Scholarship and Financial Aid Information, (7) A guide for finding a job (8) The five volume set of career technicians and specialists, (9) a filmstrip projector and filmstrips, (10) a tape player and tapes. The Career Cart should have a display area for the printed material and a cabinet for storage of the A.V. equipment. Other materials can be added to the cart according to the request of the individual teacher. The additional materials can be supplied by the Career Resource Center.

In all probability the Career Cart will have to be built to meet the need of each school. To our knowledge there is not a commercial career cart on the market, however, more specific information can be requested from:

Mr. George G. Meyers
Director of Personnel and Public Information
Eau Claire Public Schools
Eau Claire, Wisconsin 54701

Request information about Porta-Cluster Carts, project no. 59-71-0166-2. The information contains a list of materials and equipment as well as pictures of the cart and plans for building a cart.

Career Strategy:	**Career Day**
Strategy Developers:	Mrs. Arline Devall and Miss Marlys Peterson, Counselors at St. Paul Johnson High School.
Student Career Development Level:	Exploration
Purpose:	To better acquaint students with careers for which they have shown interest.
Learning Area:	Classrooms

Procedure:

Career Days. St. Paul Johnson High School has had a Career Day the last two years, at which time they had fifty speakers representing fifty different careers each year. The speakers explained the type of work they do, job potential, training requirements, working conditions, life styles, and other pertinent information related to their career choice.

The Career Day was designed for the sophomores and juniors. Each student was given a sheet listing over fifty different careers of which they were to select the four most interesting to them. The math department then programmed each of the students into four mods of one-half hour each. The students were then given a schedule to follow for the afternoon telling them the room number, the career area, and the name of the speaker. When ever possible the guest speaker was a person from the Johnson community.

Career Strategy:	**Mini Career Days**
Strategy Developer:	Dan Sorenson, Counselor, Murray High School, St. Paul.
Student Career Development Level:	Exploration
Purpose:	To allow students to explore career areas for which they may be interested.
Learning Area:	Auditorium

Procedure:

Career Areas are explored one at a time with the junior class when the area of communications is explored, guest speakers from radio, newspaper, T.V., etc., are asked to come in to speak to the students about the career oportunities in the area of communications. At other times during the year the students are exposed to career areas such as the arts, science, construction, etc.

Career Strategy:	**Informational Guide Booklet for Seniors**
Strategy Developers:	Robbinsdale Public Schools
Student Career Development Level:	Planning
Purpose:	A guide for helping students and parents plan for whats after high school.
Learning Area:	Usually the home.

Procedure:

Informational Guide Booklet for Seniors. The booklet contains basic factual information that each high school senior should consider before finalizing any post-secondary plans. This booklet must be up-dated each year before copies are distributed to each member of the senior class. The following is a general outline of the contents of the booklet: (1) The kinds of resource materials and information available in the Career Resource Center and the Guidance Offices, (2) How to go about finding a job, employment offices, and what information you should have with you when job hunting, (3) Apprenticeship information, (4) Considerations in selecting a post-secondary school, (5) Scholarships and financial aids, (6) What are area vocational technical institutes and what courses do they offer (7) Information about college entrance testing, (8) Information about the Minnesota Community College System, (9) Information about the University of Minnesota, its two technical colleges, programs and costs, (11) Listings of private colleges, their location and costs, in the state of Minnesota. This booklet is not only helpful to the student but is also very helpful to the parent. It also provides some good public relations for the school, the Career Resource Center, and the Guidance Department.

Career Strategy: **Career Resource Center Newsletter.**

Strategy Developer: Career Resource Center, Mechanic Arts High School, St. Paul.

Student Career Development Level: Orientation

Purpose: To keep students informed about the activities of the Career Resource Center.

Learning Area: Homeroom

Procedure:

Career Resource Center Newsletter. In addition to the school newspaper it may be desirable to print a newsletter that originates from the Career Resource Center. The contents of the newsletter may include: (1) When guest speakers are scheduled, (2) When post-secondary school representatives are scheduled, (3) Career articles, (4) New career materials for teachers (5) Information to parents as well as students, (6) College testing dates, (7) Application dead-lines (8) New career opportunities.

Career Strategy: **Career Resource Center Logo**

Strategy Developer: Career Resource Center, Mechanics Arts, St. Paul.

Student and Staff Career Development Level: Orientation

Purpose: Identification of Career Resource Center Communications.

Learning Area: The whole school.

Procedure:

In order to make the students and staff more cognizant of the Career Resource Center you may want to develop a logo that appears on all items of communication that originate from the Center. The logo can be printed as part of every form and used as part of the letterhead or you may want a rubber stamp with your logo on it. The logo also can be used for identifying the career column in the school newspaper.

How Do You Get The Most Out Of In-Center Strategies?

Career Strategy: **Career Resource Center Interview Sheet.**

Strategy Developers: Career Resource Center, Mechanic Arts High School, St. Paul.

Student Career Development Level: Exploration

Purpose: To record information gathered during individual interviews conducted in the Career Resource Center.

Learning Area: Career Resource Center

Procedure:

A form that was developed to be used by volunteers that conduct individual student interviews in the Career Resource Center. The form is simple in nature and asks only for information such as post high school plans, interests, hobbies, work experience, and the kinds of services the student would like from the Career Resource Center. There is space for the interviewers comments as well as space for listing suggested courses the students should consider in pursuing their post high school planning. The form is designed for interviewing the student in his/her 10th, 11th, and 12th grades.

CAREER RESOURCE CENTER: INTERVIEW

NAME __________ GRADE __________ HOMEROOM __________

DATE __________ INTERVIEWED BY __________

POST HIGH SCHOOL PLANS (FAMILY'S REACTIONS) __________

INTERESTS, HOBBIES, ACTIVITIES (IN AND OUT OF SCHOOL) __________

WORK EXPERIENCE (WHERE? DUTIES?) __________

WHAT SERVICES OR INFORMATION WOULD YOU LIKE FROM THE CAREER RESOURCE CENTER? __________

POTENTIAL COURSES OFFERED:

FIRST VOCATIONAL AREA	COMMENTS

HOMEROOM __________

CAREER CHOICE AND ADDITIONAL PERTINENT INFORMATION:

DATE __________

VOCATIONAL PLANS __________ INTERVIEWED BY: __________

OTHER PERTINENT INFORMATION __________

POTENTIAL COURSES	COMMENTS
AREA:	

DATE __________

CAREER CHOICE AND ADDITIONAL PERTINENT INFORMATION:

HOMEROOM __________

VOCATIONAL PLANS __________

INTERVIEWED BY: __________

OTHER PERTINENT INFORMATION __________

POTENTIAL COURSES	COMMENTS
AREA:	

CAREER SKILLS SURVEY
EXPLORING

NAME____ DATE____________

Job Choice(s)____

Please rate your need to know the following career information and skills by checking (x) in the **Help Wanted** blank.

Help Wanted **Career Skills Tasks**

_______ 1. I need to know my career interests, abilities, needs and values.
_______ 2. I need to know the changes I want to make myself.
_______ 3. I need to know how my way of living will influence my career decisions.
_______ 4. I need to know how to use my talents.
_______ 5. I need to know how to collect information about careers.
_______ 6. I need to know the major career areas (groupings).
_______ 7. I need to know the current trends in employment and demand occupations.
_______ 8. I need to know the factors for success on a job.
_______ 9. I need to know how to study career information.
_______ 10. I need to know the factors in society that will help or hinder taking advantage of career opportunities.
_______ 11. I need to know the amounts of workers freedom on different jobs.
_______ 12. I need to know who should go to college.
_______ 13. I need to know who should go to a vocational school.
_______ 14. I need to know the jobs that colleges educate people for.
_______ 15. I need to know the jobs that business schools prepare people for.
_______ 16. I need to know the jobs that vocational schools prepare people for.
_______ 17. I need to know which jobs are apprenticeable.
_______ 18. I need to know how to make a tentative career plan.
_______ 19. I need to know the career decisions I will be making in the future.
_______ 20. I need to know how the expectations of others may influence my career plans.

CAREER SKILLS SURVEY
PLANNING

____________________ DATE____________ Job Choice(s)____________________

Please rate your need to know the following career information by checking (x) in the **Help Wanted** blank.

Help Wanted **Career Skills Tasks**

_______ 1. I need to know the satisfaction I will get from my future work.
_______ 2. I need to know what qualifies me for my future work.
_______ 3. I need to know how I want to live in the future.
_______ 4. I need to know how others influence my career plans.
_______ 5. I need to know how my career plans will influence others.
_______ 6. I need to know the job qualifications of my future work.
_______ 7. I need to know the salary or wage scales of my future jobs.
_______ 8. I need to know the benefits I will receive from my future jobs.
_______ 9. I need to know the job ladder in my future work.
_______ 10. I need to know the skills I must have to make it in my future work.
_______ 11. I need to know the rewards I will receive from my future work.
_______ 12. I need to know how technology may influence my future work.
_______ 13. I need to know the skills in my future work that could be used in another job.
_______ 14. I need to know the high school subjects I should take to prepare for my future work.
_______ 15. I need to know the training requirements of my future work.
_______ 16. I need to know the sources of financial aid to help pay for my future education.
_______ 17. I need to know which tests are required by colleges and vocational schools.
_______ 18. I need to know the admission requirements for colleges and vocational schools.
_______ 19. I need to know how to find the jobs I want.
_______ 20. I need to know how to set goals for myself.
_______ 21. I need to know how to reach my goals.
_______ 22. I need to know my present career goals.
_______ 23. I need to know what I must do to reach my present career goals.

Career Strategy: **Career Skills Survey**

Strategy Developer: Steve Sweetland, Counselor, Career Study Center II.

Student Career Development Level: All levels

Purpose: To provide a current career needs assessment by surveying the students and having them rate their need for help toward the completion of career skills tasks.

Learning Area: Career Resource Center or classroom.

Procedures:

Explain purposes of taking the career skills survey to students. Have students complete the survey. Have students develop specific goal statements, based on their response to the career skills survey. See preceding Career Skills Survey Exploring and Planning to study specific items.

Career Strategy: **Career Inventories**

Strategy Developer:

Student Career Development Level: Exploration

Purpose: To identify student occupational characteristics and occupations that the student may wish to explore.

Learning Area: Career Resource Center

Procedures:

Administer the career inventory to those students who wish to gain an awareness of the relationship between their personal characteristics (interest, aptitudes, values, etc.) and occupations. The inventories listed below represents a sampling of some of the most recent on the market:

Pictorial Inventory of Careers
(See commercial product description

Self-Directed Search
(See commercial product description)

World of Work Inventory

Career Choice
2923 North 67th Place
Scottsdale, Arizona 85351

Career Strategy: **Priority Counseling Survey and the Vocational Exploration Group.**

Strategy Developer: Orlando Andvik, Counselor at Harding High School, St. Paul.

Student Career Development Level: Planning

Purpose: To help high school seniors with career planning.

Learning Area: Small group Guidance area.

Procedure:

The Vocational Exploration Group technique that is being used at Harding in career counseling involves five students and a leader going through a personalized two-hour exploration of what the job involves — are you working primarily with people, data, or things? — what skills and interests do you have to bring to the job? — and what kinds of satisfaction do you get from the job?

With the approach learned through the VEG experience, the student has a tool for evaluating any of the thousands of jobs he might become interested in at any time.

Harding's present seniors took the priority counseling survey last year, and 191 seniors checked "more help with career planning and choices" as their top counselor need. This pool of 191 seniors is being drawn on for the groups of five students at a-time who are being taken through the VEG experience.

If results at Harding, where this is just beginning, are the same as at other schools around the country, the seniors who have this experience will show less dogmatism, more flexibility, greater job awareness, and less alienation than their counterparts who did not receive the two-hour session.

Career Strategy: **Community Resource Program**

Strategy Developer: Mary Jane Moore, Counselor at Harding High School, St. Paul.

Student Career Development Level: Exploration

Purpose: To better acquaint the students with the careers for which they have shown interest.

Learning Area: Classroom or Career Resource Center.

Procedure:

Community Resources Program. St. Paul Harding High School has developed a Community Resource Program to assist the students in the career decision-making process. A school wide survey of the students career interests is made to determine the career areas in which the students are most often requesting information. The students are asked to answer the question "what would you like to be doing ten years from now?"

After the responses are tabulated, guest speakers from the community are asked to come into the school and speak with the students about their careers. The only students that are invited to attend are the ones that have shown interest in that particular career.

During the second and third trimesters of the 1973-74 school year 1020 students were accommodated through 36 of these seminars. The speakers were asked to stress job responsibility, training programs, suggested high school courses, good school attendance and life styles.

Career Strategy: **Case Study Interviews**

Strategy Developer: Career Resource Center, Mechanic Arts High School, St. Paul.

Student Career Development Level: Exploration

Purpose: To infuse career exploration into the classroom.

Learning Area: Classroom

Procedure:

The **Hello World** series (mentioned in the commercial product description section) is written in interview form. Have each student read about a career they are interested in to find out what questions are asked. Then have the student interview someone he knows to obtain details of that person's job. Ask the student to write a report of the interview, describing the daily routine, the personal satisfactions and emotional and physical stresses of the job, and how it differs from what one might expect.

Career Strategy: **Case Study Essays**

Strategy Developer: Vocational Biographies, Inc.

Student Career Development Level: Exploration

Purpose: To integrate career information into the classroom.

Learning Area: Classroom

Procedures:

The **Vocational Biographies** (mentioned in the Commercial Product Description section) are written in informal newspaper style and are only 4 pages long. The English teacher may ask the students to select six biographies of persons in different occupations and write an essay showing how the life styles are in contrast because of the occupations. Any teacher may ask the students to select a biography to read for the following information: (1) How did the subject arrive at his/her present career—by chance, through the influence of other people, because of National economic conditions, or by his/her own determination? (2) How has his/her experience prepared him/her for new situations caused by changes in his/her family, location, and job trends? (3) Is he/she satisfied to remain at his/her current level or occupation, or has he/she set new goals for himself/herself? Then discuss the students' observations in class.

Career Strategy: **Career Resource Center Job Sheet**

Strategy Developers: Marlene Rynard and Dennis Niebeling Counselors at St. Paul, Mechanic Arts High School.

Student Career Development Level: Exploration

Purpose: A method of getting students into the Career Resource Center for career exploration.

Learning Area: Career Resource Center

Procedure:

Each student fills out a card with his/her name and tentative career choice, the cards are filed in the Career Resource Center. When the student comes to the Center, the para-professional will then help fill out a job sheet that will list the resources in the Center that have information about that career. The student can then complete as much of the job sheet "as they wish when time permits."

A sample of the "job sheet" is on the next page. Along with the "job sheet" goes a single sheet profile that outlines the personal traits, physical assets, school interests, and outside interests that are common for each career.

JOB SHEET

NAME:______________________________ DATE:______________

TENTATIVE CAREER CHOICE:______________________________

##	Career Center Resource Materials	Perscription	Date Completed
1.	Occup. Outlook Handbook	Read Section on T.V. Repair Tech.	
2.	Occupational File	Read brief on T.V. Repair Tech.	
3.	Career Opportunities for Technicians	Read Section on T.V. Repair Opportunities	
4.	Sound Filmstrip	View strip on T.V. and Radio Repair	
5.	VIEW Microfiche	Read information on what training is available and where	
6.			
7.			
8.			
9.			
10.			

Self-Evaluation

1. Did I complete the above perscriptions?
2. Do I want this to be my career choice?
3. If yes, what must I do next?
4. If yes, you may want to go on to the Job Survey Sheet (if you haven't already done so).
5. Where is training available?
6. If no, what must I do next?

Career Strategy:	**Career Survey Packet**
Strategy Developers:	Marlene Rynard, Counselor; Dennis Niebeling, Counselor; and Dennis Jensen, Work Study Coordinator all of Mechanic Arts High School, St. Paul.
Student Career Development Level:	Exploration
Purpose:	To allow the student to explore his/her present values and interests as well as to explore five or more career interests.
Learning Area:	Career Resource Center

Procedure:

Career Survey Packet. The Career Survey Packet is an individualized study unit that can be used in the classroom or in the Career Resource Center. It is designed for easy reading and does not have to be completed in any specific time period. The packet contains a simple pretest, general information about careers, a simple values inventory and easy interest inventory, five job survey worksheets and a post-test.

When the student completes the Packet he/she will know: (1) The need to look at his/her own values and interests before he/she decides on a certain type of work. (2) The need, at this time in his/her life, of looking at a great number of job groups (clusters) and jobs within each group. (3) The need to match interests and values to job choice. (4) The need to keep an open mind because of changing values and/or interests as a person gets older. (5) Of at least five career interests in five different clusters. (6) How to prepare for specific jobs. (7) How to find out about a job in the future. (8) How to locate materials in the Career Resource Center.

CAREER SURVEY

NAME:____

GRADE:________________

DATE STARTED:______________________ DATE COMPLETED:______________________

COUNSELOR SIGNATURE (TO BE SIGNED BY COUNSELOR AFTER SURVEY IS COMPLETED)

____

You, after finishing this unit, will know:

1. the need to look at your own values and interests before you decide on a certain type of work
2. the need, at this time in your life, of looking at a great number of job groups (cluster) and jobs within each group
3. the need to match interests and values to job choices
4. the need to keep an open mind because of changing values and/or interests as a person gets older
5. of at least five career interests in five different clusters
6. how to prepare for specific jobs
7. how to find out about a job in the future
8. how to locate materials in the Career Resource Center

INSTRUCTIONS:

1. Read the information provided in this unit.
2. Complete each exercise as you come to it.
3. See the counselor or aide as often as you wish for help in this project.

PRE-TEST

1. Assume that there is nothing to hold you back, what career (job) would you choose above all others?
____
____
2. What career do you realistically see yourself as being able to attain?
____
____

WHAT TO LOOK FOR IN A JOB — QUESTIONS TO ASK YOURSELF:

1. Type of work
   a. On a day-to-day basis, what kind of work?
   b. Would the work always interest you or would you get bored after awhile?
   c. Is it the kind of work that would make the best use of your interests and abilities?
   d. Will there always be a demand for this kind of work?
   e. Is the work steady?
2. Personal needs
   a. What abilities and interest do you have to have in order to enter this kind of work? How do you know you have these abilities and interests?
   b. What type of personality do you need to do this job? Do you have it?
   c. What are the health and strength needs of this job? Do you have to be good looking, have good eyesight, a certain height or a certain weight?
3. Preparing for this work
   a. What subjects do you need to study?
   b. Other needs to consider:
      1. Union
      2. License
      3. Special exams
      4. Work experience
      5. Special school
4. "Moving Up"
   a. Are you promoted if you prove yourself?
   b. What does the U.S. Department of Labor say about the growth for this industry?

5. **Training**
   - a. Is there on-the-job training in this kind of work?
   - b. Is training paid for as a rule?
   - c. Have others in this field found it worthwhile to take further training?

6. **Salary**
   - a. Can you live on the wage paid in this field?
   - b. If you marry soon, will the salary be enough?
   - c. Do the wages depend heavily on day-to-day results, as they would for a commission salesman? If so, are you the kind of self-starter who can work that way, or do you need a regular paycheck?
   - d. What fringe benefits are there?
   - e. What may be your wage in this type of work five or ten years from now?
   - f. What is the cost of living in this kind of city you would be living in if you worked at this job?

7. **Needs**
   - a. Do you need a job with power?
   - b. Are you happy when you know you have done your best?
   - c. Do you have to have your efforts praised by others?
   - d. Would you like work in which you are always learning?
   - e. Are you keeping within your own talents and abilities?
   - f. Do you like to work with others? Does this job let you do that or would you be alone most of the time?
   - g. What are the good things and bad things about this kind of work?

TAKING A LOOK AT YOURSELF:

The following Values Appraisal Scale is reprinted from Activities for Succeeding in the World of Work with the permission of McKnight Publishing Company.

Below, and on the following pages, is a values scale. This scale lets you look at your values. You will read 100 statements:

If a statement is DEFINITELY TRUE, circle the 10;
If a statement is MOSTLY TRUE, circle the 7;
If you are UNDECIDED as to whether a statement is true or false, circle the 5;
If a statement is MOSTLY FALSE, circle the 3;
If a statement is DEFINITELY FALSE, circle the 0.

		Definitely true	Mostly true	Undecided	Mostly false	Definitely false
1.	I have a regular physical checkup by my doctor every year.	10	7	5	3	0
2.	I will regularly take my children to church services.	10	7	5	3	0
3.	I enjoy attending musical concerts.	10	7	5	3	0
4.	It is important to me to have a lot of friends.	10	7	5	3	0
5.	I donate to charities that I feel are worthwhile.	10	7	5	3	0
6.	I envy the way movie stars are recognized wherever they go.	10	7	5	3	0
7.	I would like to have enough money to retire by the time I am 50.	10	7	5	3	0
8.	I would rather spend an evening at home with my family than out with friends.	10	7	5	3	0
9.	I enjoy making decisions which involve other people.	10	7	5	3	0
10.	If I had the talent, I would like to write songs.	10	7	5	3	0
11.	I have a close relationship with either my mother or father.	10	7	5	3	0
12.	I have taught a Sunday school class or otherwise taken part in my church.	10	7	5	3	0
13.	I am willing to spend time helping another student who is having difficulty with his studies.	10	7	5	3	0

		Definitely true	Mostly true	Undecided	Mostly false	Definitely false
14.	Even at the same salary, I would rather be boss than just another worker.					
15.	I have a special appreciation for beautiful things.	10	7	5	3	0
16.	If I had the talent, I would like to appear regularly on television.	10	7	5	3	0
17.	I would like to counsel people and help them with their problems.	10	7	5	3	0
18.	I would enjoy associating with movie stars and other celebrities.	10	7	5	3	0
19.	I have a regular dental checkup at least once a year.	10	7	5	3	0
20.	I enjoy writing short stories.	10	7	5	3	0
21.	I would rather spend a summer working to earn money than go on a paid vacation.	10	7	5	3	0
22.	I like to attend parties.	10	7	5	3	0
23.	I think it would be fun to write a play for television.	10	7	5	3	0
24.	I believe in a God who answers prayers.	10	7	5	3	0
25.	I prefer being an officer rather than just a club member.	10	7	5	3	0
26.	I would spend my last $100 for needed dental work rather than for a week's vacation in my favorite resort.	10	7	5	3	0
27.	I enjoy giving presents to members of my family.	10	7	5	3	0
28.	If I were a teacher, I would rather teach poetry than mathematics.	10	7	5	3	0
29.	I often daydream about things that I would like to have if I had the money.					
30.	I enjoy giving parties.	10	7	5	3	0
31.	I am willing to write letters for old or sick people.	10	7	5	3	0
32.	It would be very satisfying to act in movies or television.	10	7	5	3	0
33.	When I am ill, I usually see or call a doctor.	10	7	5	3	0
34.	I believe that tithing (giving 1/10 of one's earnings to the church) is one's duty to God.	10	7	5	3	0
35.	I enjoy taking part in the discussion at the family dinner table.	10	7	5	3	0
36.	I enjoy visiting art museums.	10	7	5	3	0
37.	I like to write poetry.	10	7	5	3	0
38.	I like to be around other people most of the time.	10	7	5	3	0
39.	When with a friend, I like to be the one who decides what we will do or where we will go.	10	7	5	3	0
40.	Someday, I would like to live in a large, expensive house.	10	7	5	3	0
41.	I pray to God about my problems.	10	7	5	3	0
42.	If I knew a family which had no food for Christmas dinner, I would try to provide it.	10	7	5	3	0
43.	I like to spend holidays with my family.	10	7	5	3	0
44.	I like to see my name in print (newspapers)	10	7	5	3	0
45.	I would rather take a class in free hand drawing than a class in mathematics.					
46.	I do not like to spend an entire evening alone.	10	7	5	3	0
47.	If the salary were the same, I would rather be a school principal than a classroom teacher.	10	7	5	3	0
48.	I have expensive tastes.	10	7	5	3	0
49.	I can tell the differences between a really fine painting or drawing and an ordinary one.	10	7	5	3	0
50.	If I had regular headaches, I would consult a doctor even if aspirin seemed to lessen the pain.	10	7	5	3	0
51.	I have several very close friends.	10	7	5	3	0
52.	I expect to provide music lessons for my children.	10	7	5	3	0
53.	It is important that grace be said before meals.	10	7	5	3	0

	Definitely true	Mostly true	Undecided	Mostly false	Definitely false
54. I sometimes miss sleep to visit with late company.	10	7	5	3	0
55. I usually get at least 8 hours' sleep each night.	10	7	5	3	0
56. I like to design things.	10	7	5	3	0
57. I would like to be looked up to for my accomplishments.	10	7	5	3	0
58. I would feel a sense of satisfaction from nursing a sick person back to health.	10	7	5	3	0
59. I care what my parents think about the things I do.	10	7	5	3	0
60. I daydream about making a lot of money.	10	7	5	3	0
61. I like to be the chairman at meetings.	10	7	5	3	0
62. It is thrilling to come up with an original idea and put it to use.	10	7	5	3	0
63. I believe there is life after death.	10	7	5	3	0
64. I would welcome a person of another race as a neighbor.	10	7	5	3	0
65. If I were in the television field, I would rather be an actor than a script writer.	10	7	5	3	0
66. I enjoy decorating my room at home.	10	7	5	3	0
67. I enjoy a picnic with my family.	10	7	5	3	0
68. As an adult, I want to earn a much higher salary than the average worker.	10	7	5	3	0
69. I am careful to eat a balanced diet every day.	10	7	5	3	0
70. I often influence other students concerning the classes in which they enroll.	10	7	5	3	0
71. I would like to be written up in WHO's WHO.	10	7	5	3	0
72. I read the Bible or other religious writing regularly.	10	7	5	3	0
73. If I were in the clothing industry, I would enjoy creating new styles.	10	7	5	3	0
74. I look forward to an evening out with a group of friends.	10	7	5	3	0
75. When I am with a group of people, I like to be the one "in charge".	10	7	5	3	0
76. I dislike being financially dependent on others.	10	7	5	3	0
77. When a friend is in trouble, I feel I must comfort him/her.	10	7	5	3	0
78. I love my parents.	10	7	5	3	0
79. I never skip a meal.	10	7	5	3	0
80. I have a collection of phonograph records.	10	7	5	3	0
81. I have a particular friend with whom I discuss my personal problems.	10	7	5	3	0
82. I believe that God created man in his own image.	10	7	5	3	0
83. I enjoy buying clothes for members of my family.	10	7	5	3	0
84. I enjoy having people recognize me wherever I may be.	10	7	5	3	0
85. I like planning activities for others.	10	7	5	3	0
86. I do not smoke.	10	7	5	3	0
87. I feel good when I do things which help others.	10	7	5	3	0
88. Someday, I would like to write a novel (book).	10	7	5	3	0
89. I would put up with undesirable living conditions in order to work at a job that paid extremely well.	10	7	5	3	0
90. I belong to several clubs and organizations.	10	7	5	3	0
91. If I ask God for forgiveness, my sins are forgiven.	10	7	5	3	0
92. I would enjoy having my picture in the school yearbook more than it has been in the past.	10	7	5	3	0
93. I often organize group activities.	10	7	5	3	0
94. When I see a newly constructed building, I consider its beauty as much as its practical use.	10	7	5	3	0

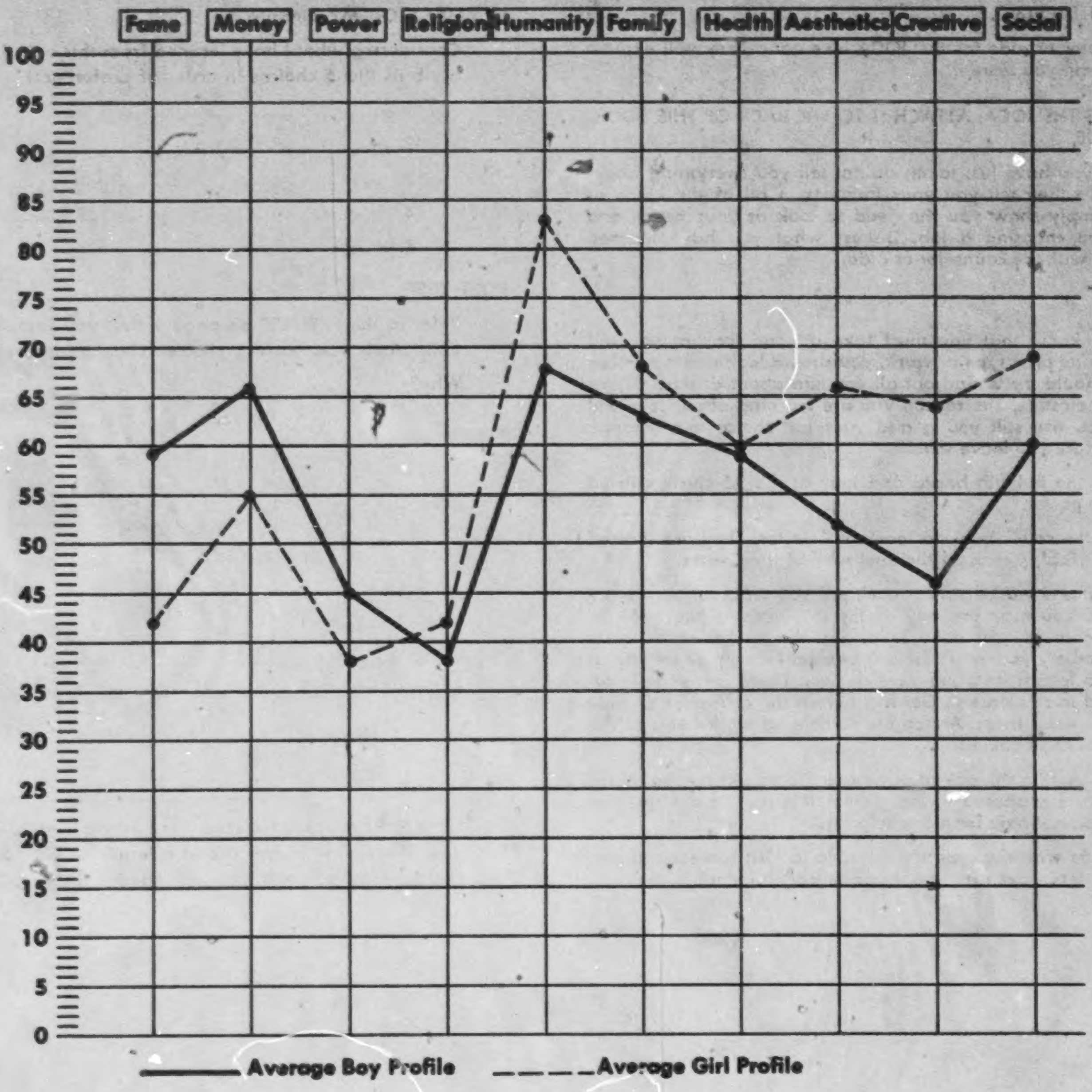
	Definitely true	Mostly true	Undecided	Mostly false	Definitely false
95. I respect my mother and father.	10	7	5	3	0
96. I like to design or make things that have not been made before.	10	7	5	3	0
97. Some of the hobbies I would like to engage in are quite expensive.	10	7	5	3	0
98. I enjoy classical music.	10	7	5	3	0
99. I would never use potentially harmful drugs because of what it might do to my body.	10	7	5	3	0
100. I am kind to animals.	10	7	5	3	0

SCORING YOUR VALUES APPRAISAL SCALE:

Refer back to TAKING A LOOK AT YOURSELF. For each of the ten values listed below, record the answer marked with a circle for the statements indicated.

FAME Statement #	MONEY Statement #	AESTHETICS Statement #	RELIGION Statement #	HUMANISM Statement #
6______	7______	9______	2______	5______
16______	21______	14______	12______	13______
18______	29______	25______	24______	17______
32______	40______	39______	34______	31______
44______	48______	47______	41______	42______
57______	60______	61______	53______	58______
65______	68______	70______	63______	64______
71______	76______	75______	72______	77______
84______	89______	85______	82______	87______
92______	97______	93______	91______	100______
Total______	Total______	Total______	Total______	Total______

FAMILY Statement #	HEALTH Statement #	POWER Statement #	CREATIVE Statement #	SOCIAL Statement #
8______	1______	3______	10______	4______
11______	19______	15______	20______	22______
27______	26______	28______	23______	30______
35______	33______	36______	37______	38______
43______	50______	49______	45______	46______
59______	55______	52______	56______	51______
67______	69______	66______	62______	54______
78______	79______	80______	73______	74______
83______	86______	94______	88______	81______
95______	99______	98______	96______	90______
Total______	Total______	Total______	Total______	Total______


Fame
Money
Power
Religion
Humanity
Family
Health
Aesthetics
Creative
Social
100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0
Average Boy Profile
Average Girl Profile

INVENTORY OF INTERESTS:

See the counselor or aide for the JOCA inventory. They will explain it to you and help you score it.

AFTER COMPLETING THE JOCA, ATTACH IT TO THE BACK OF THIS BOOKLET AND CONTINUE.

The tests that you have just taken do not tell you everything about yourself nor do they tell you your interests in all of the kinds of work. They simply show you the need to look at your needs and interests before choosing a job. Discuss what you have learned about yourself with the counselor or aide.

JOB SURVEY:

Now that you know that you must take a good look at yourself before you decide on a type of work, you should look into a number of jobs. You should try to find out all you can about at least 5 jobs in 10 different clusters. The reason you are learning about so many jobs is that you are still young and your job choice may change many times before you leave school.

1. Go to the bulletin board and look at the 15 clusters listed on the poster.
2. Read the comic book for each job cluster. They are located in the display rack on the east wall of the Center.
3. Fill out one worksheet for each job you want to learn more about. You may use any of the audio-visual materials in this room. If you need help, see the counselor or aide. **Remember**, you must fill out one job survey sheet for at least 5 jobs from 5 different clusters. There is a sample attached to this packet. Get more from the counselor or aide as you need them. Attach the completed worksheets to the back of this booklet.
4. When you finish, look at page one. Do you know the things you were supposed to learn from this unit. If not, see the counselor or aide for more help.
5. Arrange with the counselor or aide to visit someone on the job to learn even more about one particular job.

SUMMARY OF MY FINDINGS:

Considering what I have learned from this unit, I would like to have a job as (list 5 choices in order of preference):

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

POST TEST:

Refer to the PRE-TEST on page 1 that you completed earlier in this unit. Have your career choices changed or remained the same?

Why?

____

____

____

____

____

____

____

____

____

____

____

____

Have your counselor discuss your career survey packet results with you. He (she) will sign it and return it to you. Save it as it should contain some very valuable information for you.

NAME: ____________________

JOB SURVEY SHEET

1. Describe the job (what are your duties?) ____________________

2. What are the working hours:

Daily from ______ to ______ Average hours per week ______

Is there a night shift? ______ Can you work overtime? ______

3. What does the job pay?

Hourly? ______ Weekly? ______ Monthly? ______

4. What education do you need? ____________________

5. What training do you need? ____________________

6. What skills do you need? ____________________

7. Do you need experience? ____________________

8. Where are the jobs? ____________________

9. If you are promoted, what is the next job? ____________________

10. Where do you learn more about the job? ____________________

11. What equipment (tools) do you need? ____________________

12. How does this job meet your needs? ____________________

13. How does it not meet your needs? ____________________

14. What should you be doing while in high school (right now) to prepare for this job?

Career Strategy: **Media Modules**
Strategy Developer: Unknown
Student Career Development Level: Exploration
Purpose: To develop materials within the school that can be used by students for exploration of careers.
Learning Area: Classroom or Career Resource Center.
Procedures:

By using audio-visual equipment and materials there are many units that can be developed for use in the building that will provide specific information on a particular career. Methods used may be: (1) Taped interviews with persons in a number of different occupations talking about their career choice, training, lifestyle, etc. (2) 35mm slides about a career and a cassette tape describing the career. (3) Video-taped interviews with persons on the job, talking about their job and lifestyles. (4) 8mm movies about a number of careers.

Career Strategy: **Job Survival Skills**
Strategy Developer: Singer Company
Student Career Development Level: Job preparation
Purpose: To develop student's job getting and keeping skills.
Learning Area: Career Resource Center or classroom.
Procedures:

This program provides a comprehensive approach to developing student ability to get and keep a job. The program utilizes a combination of multi-media and simulation techniques to teach the student job survival skills. Work coordinators at all levels will find this kit to be a valuable aid.

Career Strategy: **Job Placement File**
Strategy Developer:
Student Career Development Level: Preparation
Purpose: To help students find employment and to develop better job searching skills.
Learning Area: Career Resource Center if possible.
Procedures:

Some possible methods of compiling full and part time job information are: (1) An arrangement with the State Employment Services for referring students or some partial use of their Job Bank service. (2) Telephone or letter survey of the community for jobs for the students. (3) Want-Ads (4) Job information from the on-the-job training coordinators of the jobs they can't fill. (5) Job tips from students that are working and know of additional openings at their place of employment.

Career Strategy: **Career Guidance Class**
Strategy Developer: Jeff Ferguson
Student Career Development Level: All levels
Purpose: To involve students in the process of career decision-making.
Learning Area: Career Resource Center
Procedures:

The Career Guidance Class provides a base upon which to build an 8 week unit for students planning their careers. The class provides an outline of each week's activities, including a list of objectives and outcomes for career development. The program is well organized and comprehensive, but also lends itself to being supplemented with other materials and activities. This program would be especially useful with seniors as a "Graduate 75" Class.

Career Strategy: **Vocational Information for Education and Work (VIEW).**
Strategy Developer: Vocational Education Department, State of Minnesota.
Student and Counselor
Career Development Level: Planning and Preparation.
Purpose: A quick and easy method of getting information about the Minnesota Area Technical-Vocational Institutes and the Course Descriptions at each Institute.
Learning Area: Career Resource Center
Procedures:

VIEW involves the collection, synthesis and presentation of two typed pages of occupational information on microfilm mounted in aperture cards. The next issue of VIEW may appear on microfiche. To view the information, students and counselors insert the cards into reader-printers. The student may obtain a print out copy of the information. VIEW supplies needed current information such as:

Job Duties
Work Environment
Earnings
Employment Outlook
Aptitudes, Interest, Temperament and Physical Abilities
Advancement Opportunities
Pre-entry Requirements

Career Strategy **Career Related Math**
Strategy Developer: Saint Paul Technical-Vocational Institute.
Student Career Development Level: Preparation
Purpose: To have each student acquire the math skills needed for training in a specific occupational area.
Learning Area: Classroom
Procedures:

As students identify their fields of vocational training, make them aware of the math skills needed to successfully complete the training. Also notify the student's math instructor about these career related math requirements. Math requirements for specific occupational training programs may be obtained from Saint Paul Area Technical-Vocational Institute.

How Do Community Resources Expand Career Resource Center Services?

Career Strategy:	Parental Involvement Program: Parents as Career Resources.
Strategy Developer:	Sybil Plessinger, Counselor at Battle Creek Jr. High, St. Paul.
Student Career Development Level:	Exploration
Purpose:	A positive attitude about obtaining information concerning careers is one of the goals in Career Education. As a vehicle of this, parents are utilized as one of the main resources at Battle Creek Junior High.
Learning Area:	Community

Procedure:

Parents are asked to fill out a form stating their occupation and whether or not they will be a resource for this job. (Form is included.) This becomes our reality list for contacting parents for help. During the summer a more extensive program is held whereby each parent is sent a card asking him/her to state his/her tax classification job and whether or not he/she would be a resource. This greatly added to our reality list.

After the list is created, each parent who volunteered is asked to come in from one to four hours to meet with individual classes and to explain, in general, their world of work, how they get involved in it, and what the expectations are from them. (Form sent is enclosed.) This is done on the seventh grade level.

The involvement at the seventh grade level has been tremendous. Parents are excited to come to school and share their work, and students are proud to have them and eager to learn. Follow-up letters are used when students write thank you letters, and a great interchange takes place.

Parents are also asked to be a resource by taking their child for one day and actually sharing in a day of work. Because this has not always been possible, the counselor works with the child, and he often goes to other parents in the district who have a job of the child's own interest. This becomes a real exploring time with the counselor in opportunities for careers. Parents have been most helpful and are willing to take additional children besides their own.

Our third major use of parents is a resource for intensive presentations for large group interests. For instance, a lazar ray presentation, an extensive slide study on pharmacy, a cosmetologist's tools, a physical therapist's charts are real life work situations. These make the work-a-day world come alive. Although busy, our parents are willing to help.

The fourth method of utilizing parents as a resource, is to arrange student tours to the parent's place of business. As a result, two tours have been arranged to a manufacturing company. Another company brought in a personnel person to explain an over-all view of the company to our ninth graders.

Parents in any school are a marvelous resource. It takes time and effort, but it is worthwhile. It not only involves the students in a world of work, but it involves the parents with the school, and that's good!

Battle Creek Junior High School
Guidance Department

Dear Parents:

We are asking you to be our first resource in the community.

In the near future, would you request that the school release your son or daughter so that he or she might attend work with you. Show him or her your company, the real world of work. This is an education that we in school cannot provide.

If you think you can participate in this program, please sign your name, address and the name of your child and return this form. We will arrange to excuse your child for the entire day or whatever part of it is convenient at some future date. This date is to be arranged through your child's core teacher.

PUPIL'S NAME ____________________

PARENT ____________________

ADDRESS ____________________

PHONE ____________________

DATE TO BE EXCUSED____________________

Please return this to your child's core teacher. Thank you.

Sincerely,

Battle Creek Junior High School
2121 North Park Drive
St. Paul, Minnesota

Dear______________________________,

Thank you very much for your willingness to participate in our career program which we are doing for our seventh graders this spring.

The objectives of these sessions is not to get students to make career choices, but rather to help students realize that everyone works, that all useful work is honorable. We hope to acquaint them with the wide variety of occupations that exist.

Your company or business may have some materials they would furnish for you to bring along, perhaps some pamphlets. You might check with your public relations office. Here are the kinds of things we would like to hear about:

— What is your job title or description? Briefly describe what you do.

— What aptitudes or skills are important for your job?

— Do you have to deal with the public? If so, would you care to comment on this?

— If you are separated from people most of the time, working with things, how do you feel about that? Do you prefer not having to deal with the public or fellow workers?

— What do you consider the best point of your job? The worst?

— Is your job personally rewarding and fulfilling? Do you enjoy going to work? Do you recommend it as one of the alternatives students should consider?

— You may want to touch upon the financial aspect. Do you consider the pay to be adequate, very good, unsatisfactory?

— What is the outlook? Will this type of employment exist when these students enter the world of work?

— What changes in equipment, automation, personnel, training requirements have you experienced in the time you have been in this field?

— What training is required? (High School? Trade School? College? Apprenticeship? Graduate degrees?)

— Is the field difficult to enter? (Union membership, professional school entrance quotas, etc.)

— How does this type of career relate to what these students do now in school?

You will not be giving a formal presentation but will be talking with several children individually in an informal way. We want to acquaint our students with many careers.

You will share with another group of four or five career people in the presentation. We would like two presentations at this time: to one group at 11:30 and the other at 1:00. We would hope that you could stay for both presentations. If not convenient for both, either one would be appreciated. Please let us know by return mail which presentations you can attend.

Lunch will be available in the cafeteria at a nominal cost of 80¢. Please indicate on the return slip whether or not you will be here for lunch. On Wednesday lunch will be at 12:35; on Thursday lunch will be at 11:35.

We want to have a group session on **Wednesday** and **Thursday, March 20** and **March 21, 1975** at 11:30 and 1:00.

Sincerely,

☐ I cannot attend at this time.
☐ Attend Wednesday 11:30 only.
☐ Attend Wednesday 1:00 only.
☐ Attend both sessions on Wednesday, March 20, 1975.
☐ Attend Thursday 11:30 only.
☐ Attend Thursday 1:00 only.
☐ Attend both sessions on Thursday, March 21, 1975.
☐ Will eat lunch in the cafeteria.

____
Signature

____
Field of Work

Battle Creek Junior High School
Guidance Department

Dear Parents:

We are fast becoming aware that you, the parents, in our community are a vast resource for career guidance. Would you please give us information on which you can be a resource and your telephone number.

______________________________ NAME   __________________ TELEPHONE

______________________________ ADDRESS   __________________ ZIP

______ Accounting
______ Armed Services
______ Architect
______ Banking
______ Clerical
______ Construction
______ Dentist
______ Doctors
______ Electrician
______ Engineer
______ Fire Service
______ Home Economist
______ Hospital Health Career
______ Industrial Art
______ Insurance
______ Lawyers
______ Manufacturers
______ Newspaper
______ Nursing
______ Painting
______ Pharmacist
______ Physicist
______ Plumbing
______ Police Services
______ Printing
______ Retailing
______ Salesman
______ Service Station
______ Teaching
______ Trucking
______ Utilities
______ Others — Please List:

____

____

Sincerely,

Career Strategy: **Career Shadow Study**

Strategy Developer: **Roseville Public Schools**

Student Career Development Level: **Exploration**

Purpose: **To have students directly observe workers in the student's occupational areas of interest.**

Learning Area: **Community**

Procedures:

Survey students to determine which occupations hold the greatest interest. Develop a career resource talent bank of local people interested in sharing their occupational experience with students exploring careers. One technique to locate people to volunteer for Student Shadow Studies is through the use of the following letter and career list.

Roseville Area Schools
Independent School District No. 623

Dear Parent:

We are in the process of developing a list of resource persons from our community who would be available to occasionally make presentations to the students in our district, or Shadow Study visits (one student to visit you at work). We need willing members of the community to become involved in the educational process. Perhaps more than at any time in our history, the students in the schools need to be made aware of the educational requirements, the problems, the demands and the satisfactions associated with various careers. You have the educational planning and preparation.

We request that you allow us to put your name on a resource list we are developing in the district. This list will be made available to teachers so that as they plan their teaching units, they will have readily available resource people to enrich their instruction.

Enclosed you will find a list of the 300 most commonly held occupations to help you fill out the form below. Please choose the occupation most nearly matching your area of expertise and enter it in the space below. Should you have questions or suggestions, please contact ____________________, Project Director of Occupational Education.

My phone number is ____________________.

If you are willing to participate in this educational venture, please fill out the attached form and return it with your child.

Thank you.

NAME ______________________________________

ADDRESS ____________________________________

PHONE: WORK__________________ HOME__________________

GRADE LEVEL PREFERRED: ______K-9; ______7-12; ______K-12

I would be willing to come to the school __________________.

I would be willing to have young people visit my place of employment ________________

Area of Competency______________________________
(See attached sheet)

Sincerely yours,

MOST COMMONLY HELD CAREERS

01-AGRI-BUSINESS AND NATURAL RESOURCES

1. Agricultural Engineer
2. Agriculture Extension Agent
3. Agronomist
4. Cattleman
5. County Agriculture Agent
6. Crop and Soil Scientist
7. Dairy Technologist
8. Engineer — Mining
9. Engineer — Petroleum
10. Farm Equipment Mechanic
11. Farmer
12. Fisherman
13. Florist
14. Forestry Technician
15. Gardener qnd Grounds Keeper
16. Geologist
17. Horticulturist
18. Landscape Architect
19. Logger
20. Manager — Wildlife
21. Miner

02-BUSINESS AND OFFICE

1. Accountant
2. Actuary
3. Adjuster
4. Advertising Account Executive
5. Advertising — Copywriter
6. Appraiser — Real Estate
7. Bookkeeper
8. Clerk — Bank
9. Clerk — Correspondent
10. Clerk — File
11. Credit Collector
12. Data Processing Operator
13. Dry Cleaner Worker
14. Insurance Agent
15. Interviewer
16. Key Punch Operator
17. Laundry Worker
18. Lawyer
19. Machine Operator — Office
20. Manager — Office
21. Office Boy
22. Personnel Worker
23. Programmer
24. Receptionist and Switchboard Operator
25. Secretary
26. Shorthand Reporter
27. Small Business Owner
28. Statistician
29. Stenographer
30. Typist
31. Other ______________

03-COMMUNICATIONS AND MEDIA

1. Announcer T.V. - Radio
2. Broadcasting Technician
3. Cartoonist
4. Commercial Artist
5. Compositor
6. Copywriter
7. Display Worker
8. Editor
9. Electrotyper and Stereotyper
10. Interpreter, Translator
11. Librarian — Tape
12. Lineman — Operator
13. Lineman — Installer
14. Lithographer
15. Messenger
16. Photo Engraver
17. Photographer
18. Printing Press Man
19. Proofreader
20. Radio T.V. Time Salesman
21. Reporter
22. Technical Writer
23. Teletypist

04-CONSTRUCTION AND REPAIR

1. Air Conditioner Technician
2. Airline Mechanic
3. Architect
4. Auto Body Repair
5. Auto Mechanic
6. Bricklayer
7. Building Contractor
8. Carpenter
9. Cement Mason
10. Civil Engineer
11. Diesel Mechanic
12. Electrician
13. Elevator Construction
14. Floor Covering Installer
15. Glazier
16. Heating Technician
17. Home Appliance Serviceman
18. Installer — Telephone
19. Instrument Repairman
20. Insulation Worker
21. Custodian
22. Laborer
23. Landscaper
24. Lather
25. Machine Operator
26. Maintenance Mechanic
27. Tile Worker
28. Mason — Cement
29. Millwright
30. Office Machine Serviceman
31. Paper Hanger and Painter
32. Plasterer
33. Plumber and Pipefitter
34. Power Truck Operator
35. Radio T.V. Serviceman
36. Repairman — Instrument
37. Roofer

05-CONSUMER, FOODS AND HOMEMAKING

1. Bus Boy

2. Chef
3. Cook
4. Designer — Interior
5. Dressmaker
6. Home Economist
7. Manager — Restaurant
8. Meat Cutter
9. Model
10. Tailor
11. Technologist — Food
12. Waiter and Waitress

06-ENVIRONMENT

1. Conservation Officer
2. Engineer — Nuclear
3. Ranger — Manager
4. Water Management Tech.
5. Wildlife Manager
6. Wildlife Worker

07-FINE ARTS AND HUMANITIES

1. Actors and Actresses
2. Composer
3. Dancer
4. Designer — Fashion
5. Designer — Scene
6. Film Editor
7. Free Lance Writer
8. Musician
9. Manager — Theatre
10. Motion Picture Specialist
11. Script Writer
12. Singer

08-HEALTH

1. Administrator — Hospital
2. Anaesthetist
3. Chiropractor
4. Dental Assistant
5. Dental Hygienist
6. Dental Lab Technician
7. Dentist
8. Doctor — Medical
9. Dietitian
10. Engineer — Sanitary
11. Hospital Attendant
12. Inhalation Therapist
13. Librarian — Medical Records
14. Mechanics — Optical
15. Medical Secretary
16. Medical Lab Ass't.
17. Medical Lab Technologist
18. Microbiologist
19. Nurse — Practical
20. Nurse — Public Health
21. Nurse — Registered
22. Nursing Aides
23. Occupational Therapist
24. Optometrist
25. Osteopath
26. Orthodontist
27. Pest Control Officer
28. Pharmacist
29. Psychiatrist
30. Podiatrist
31. Prothetist
32. Psychologist
33. Radiologic Technologist and X-Ray Technician
34. Sociologist
35. Speech-Hearing Therapist
36. Therapist, Physical
37. Veterinarian

09-HOSPITALITY AND RECREATION

1. Athlete — Professional
2. Bell Hop
3. Bowling Machine Mechanic
4. Hotel Clerk
5. Hotel Manager
6. Recreation Worker

10-MANUFACTURING

1. Aero Engineer
2. Air Conditioning and Refrigeration Engineer
3. Assemblers
4. Bindery Worker
5. Boiler Maker
6. Ceramic Engineer
7. Chemical Technician
8. Designer — Industrial
9. Die Maker
10. Draftsman
11. Electrical Engineer
12. Electronics Industrial Worker
13. Electroplater
14. Engineer — Industrial
15. Engineer — Mechanical
16. Engineer — Metallurgical
17. Engineer — Safety
18. Engineer — Systems
19. Factory Inspector
20. Hygienist, Industrial
21. Industry and Labor Workers
22. Instrument Makers
23. Layout Men
24. Machine Operator — Tool
25. Machinist
26. Manager Industrial Traffic
27. Metallurgist
28. Model Maker
29. Painter
30. Pattern Maker
31. Set Up Man
32. Machine Operator — Sewing
33. Systems Analyst
34. Technician — Physics
35. Tool and Die Maker
36. Welder

11-MARINE SCIENCE

1. Diver
2. Fisherman
3. Marina Worker
4. Merchant Seaman
5. Oceanographer

12-MARKETING AND DISTRIBUTION

1. Auto Salesman
2. Auto Vending

3. Bakery Worker
4. Butcher
5. Cashier
6. Clerk — Stock
7. Delivery Route Salesman
8. Demonstrator
9. Druggist
10. Jeweler
11. Manufacturers Salesman
12. Marketing Research
13. Purchasing Agent
14. Real Estate Agent
15. Receiving Clerk
16. Retail Store Sales
17. Routeman
18. Salesman, Securities
19. Salesman, House to House
20. Wholesale Sales

13-PERSONAL SERVICES

1. Barber
2. Beauty Operator
3. Cosmetologist
4. Domestic Service Worker
5. Household Worker
6. Housekeeper, Homemaker

14-PUBLIC SERVICES AND RELATED PROFESSIONALS

1. Anthropologist
2. Armed Forces
3. Astronomer
4. Athletic Coach
5. Bank Officer
6. Bio-Chemist
7. City Manager
8. City Planner
9. Clergyman
10. College, Placement Officer
11. Counselor, Vocational
12. Court Reporter
13. Customs Inspector
14. Detective
15. Economist
16. Elem. School Teacher
17. Engineer — Stationary
18. Elected Official
19. FBI Agent
20. Federal Government Inspector and Examiner
21. Fire Fighter
22. Geographer
23. Guards and Watchman
24. Guidance Counselor
25. Historian
26. Internal Revenue
27. Librarian — Public and School
28. Mail Carrier
29. Meteorologist
30. Mortician
31. Parole Officer
32. Physicist
33. Policeman and Policewoman
34. Political Scientist
35. Probation Officer
36. Public Relations Workman
37. Secondary School Teacher
38. Service Representative for Public Utilities
39. School Administration
40. Social Worker
41. Watchman
42. Zoologist

15-TRANSPORTATION

1. Airline Agents and Clerks
2. Airline Pilot and Co-Pilot
3. Airline Radio Operator and Dispatcher,
4. Airline Stewardess
5. Auto Parts Manager
6. Auto Service Advisor
7. Bus Driver
8. Driver Instructor
9. Engineer — Traffic
10. Flight Engineer
11. Longshoreman
12. Parking Attendant
13. Radio Operator
14. Railroad Brakeman and Conductor
15. Service Station Attendant
16. Stevedore
17. Taxicab Driver
18. Traffic Controller, Air
19. Travel Agent
20. Truck Driver
21. Other______________

5

Career Strategy: **V.E.G. 12 questions Career Interview**
Strategy Developer: Cal Daane
Student Career Development Level: Exploration
Purpose: To have students obtain specific first hand information from workers by having students conduct a structured interview.
Learning Area: Community work sites
Procedures:

The V.E.G. 12 questions — Career Interview is an excellent follow-up activity for students who have participated in a Vocational Exploration Group. The interview process increases the students involvement in job personalization by participating in 10 activities-worker requirements (number record, memory, tool/making chemical/elements, design, dexterity in finger/hand, directing others, selling products, and communicating with others) and job satisfaction 6 aspects as factored from three basic psychological needs: Status as need for feedback, self-esteem as self worth, and just the right amount of independence. The use of V.E.G.—twelve questions directs the students questioning. The materials for this career interview process are available from:

Studies of Urban Man, Inc.
P.O. Box 1039
Tempe, Arizona 85281
Package of 30 $12.00
Package of 100 $35.00

Career Strategy: **Vocational Centers**
Strategy Developer: Career Education Department, St. Paul Public Schools
Student Career Development Level: Exploration and Preparation
Purpose: To allow students to explore a possible post-secondary career
Learning Area: The Vocational Center
Procedure:

Students are allowed to attend a Vocational Center for one trimester on an exploratory basis. If the student feels this is an occupation he/she would like to pursue as a career it is then possible to continue at the center for another trimester or for skill attainment. In some cases the student would be prepared to enter the work force right after high school. Transportation is provided to and from the Vocational Center. The students attend on a half day basis.

Career Strategy: **"Hands On" Learning Opportunities**
Strategy Developer: St. Paul Public Schools
Student Career Development Level: Orientation and Exploration
Purpose: To allow students an opportunity to participate in programs that are not offered in their home school.
Learning Area: Educational Centers that are located throughout the city
Procedure:

Students in one of St. Paul's Public junior or senior high schools can join specialized "learing-by-doing" instructional programs available in no other schools. There they can learn with other young people from throughout the city. Because enrollment in the specialized learning centers is voluntary, students there will share interests with all others who come.

Learning Center Programs meet for half-day sessions throughout each 12 week trimester. Students register for them as part of their regular schedules. Re-registration for a different learning center may be made each 12 weeks. Transportation to learning centers and back to your home school is provided by the school district. Senior high students will receive achievement grades and credits for their learning center activities.

Junior High Learning Centers:
Performing Arts, Art, Automotive, and Science
Senior High Learning Centers:
Performing Arts, Computer, Transportation, Horticulture, New City School; Mass Media, Environment, Urban Studies, Peoples Coop and Business Careers.

Career Strategy: **Walk-in Counseling and Career Exploration**
Strategy Developer: St. Paul Technical-Vocational Institute
Student Career Development Level: Exploration
Purpose: Career Counseling and Exploration
Learning Area: Career Information Center, St. Paul Technical-Vocational Institute
Procedure:

Each morning from 7:45 a.m. to noon there is a counselor available in the Career Information Center for any person needing information. An appointment is not needed. There is counseling available each day from 7:45 a.m. to 9:00 p.m. by appointment in the Guidance Office also.

Career Strategy: **Summer Exploratory Program**
Strategy Developer: St. Paul Technical-Vocational Institute
Student Career Development Level: Exploration
Purpose: For high school seniors and adults who are undecided about their career choice
Learning Area: St. Paul Technical-Vocational Institute
Procedure:

A summer exploratory program for high school seniors and adults undecided in their career goals is held in the mornings from the middle of June through the middle of July. Vocational counseling is a part of the program also. If the individual does make a decision he/she may then apply to the institute for a regular training program.

Career Strategy: **Group Counseling and Orientation**
Strategy Developer: St. Paul Technical-Vocational Institute
Student Career Development Level: Orientation and Exploratory
Purpose: Career group counseling and orientation
Learning Area: Career Information Center
Procedure:

Open group sessions are held each Monday at 1:00 p.m. and each Wednesday at 7:00 p.m. Applications may be made at this time as well as arrangements for personal interviews. Admission procedures and financial matters are discussed also.

Career Strategy: **Technical Career Day**
Strategy Developer: St. Paul Technical-Vocational Institute
Student Career Development Level: Exploration
Purpose: To explore some of the Technical Training Opportunities available to the student
Learning Area: St. Paul Technical-Vocational Institute

Procedure:
The students are given a brief overview of technical careers in the auditorium before they are divided into groups to visit the classrooms and labs. The students also have a chance to talk with employers, instructors, students, and graduates.

The Programs Involved are:
Chemical Technology, Civil Technology, Construction Drafting, Design Technology, Electronic Technology

Career Strategy: **Explorer Career Program**
Strategy Developer: Exploring Division of the Indianhead Council, B.S.A. in cooperation with area business and industry and the high schools, or other Regional Offices
Student Career Development Level: Orientation, exploration, planning and preparation
Purpose: To provide hands-on experiences or guest speakers, as well as the Career Interest Survey for secondary students in areas that they have career interests.
Learning Areas: Public Services buildings, private industry and business establishments, schools, the out-of-doors, etc.

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Procedures:
The master control board for booking Career Resource people, joining the Career Clubs, and booking films is housed and staffed at the Indianhead Council Service Center in St. Paul.

At the present time 18 schools are being provided the service by 346 Community Resource People providing career information on more than 50 Technical and Professional levels.

Coordinated Efforts:
1) Career Survey now standardized and state-wide; provided without cost 2) Explorer Career Club provides students an awareness of occupational choice through presentations of community resource personnel who have expertise in a career, 3) Students who wish to further explore a career field may "spin-off" to a Special Interest Explorer Post in the community for an in-depth, hands-on, year-long experience. Sophomores, juniors and seniors from all schools are invited, by interest selection, to participate in this field, 4) The Guidance Counselors are provided copies of the results of the Career Interest Survey, plus statistics, plus a key of DOT and Occupational Handbook codes to use in directing students using the Career Club Program to the school Career Resource Center, 5) Statistics are shared with Dr. Berger, Harold Lehto, and Dr. Phillips of the St. Paul System; and with the Directors of Guidance or Directors of Community Education of every other system surveyed, 6) Names of students who wish further hands-on experiences will be shared with the Career Education Department for possible invitation to Career Learning Centers.

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Career Strategy: **People To People**
Strategy Developers: St. Paul Area Chamber of Commerce and the St. Paul Public School's Career Education Department
Student Career Development Level: Orientation and Exploration
Purpose: A method of helping teachers to obtain community resource people to speak to students about careers in business and industry.
Learning Area: Classrooms

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Procedures:
Teachers are to review the information in the available resource personnel folder. Then complete the People to People order form and mail to the St. Paul Area Chamber of Commerce. The Chamber then arranges for the speaker at the request time and place.

How Can A District Career Resource Center Coordinate Your Services?

One pattern that is emerging for resource center organization and development in some school districts is the centralized Career Resource Center. The trend has begun from the efforts of Career Specialists to effectively store, disseminate and utilize the materials of highest quality, as well as economize by sharing resources and not duplicate purchases. The North Saint Paul Public School System and the Saint Paul Public Schools are districts which have developed and implemented this technique to best advantage. In North Saint Paul, director of Career Education, George Von Drashek has used a two year phase-in system to develop and implement the District Career Resource Center. During the first year of operation, resource persons on the staff of each of the districts schools were identified to stimulate interest and facilitate utilization of career materials and programs. Each of these persons was reimbursed for this extra service. During the second year, the monies were re-directed toward the purchase of new materials that were selected by district staff. The leadership for the development of career programs during the second year was shifted from the career resource persons to the building principals. During both of the first two years of the project a Career Technician was used to assist the schools in the coordination and utilization of career resource. Two career references developed in the North Saint Paul Schools that are utilized by the Career Technician, working in cooperation with the schools are:

1. **Chart A Course To Community Resources** Revised
   (Reference for locating field experiences and speakers)
2. **Career Education Resource Inventory**
   (Complete list of materials available from the District Career Resource Center) NOTE: The Arizona Career Education Matrix was used to categorize the materials

One medium used to keep all educators informed of current happenings in Career Education in the North Saint Paul Schools has been the publication, **Contact: A Newsletter for and about Career Education**, in District No. 622 which is issued four or five times yearly. Three themes common to this newsletter include:

1. New materials available from the Career Resource Center
2. Articles that can be requested from numerous sources
3. Happenings in Career Education in the district

In the Saint Paul Public School's district Career Education Resource Center a different technique is being developed to store, disseminate and use career materials called "The Folder Concept". The information that follows describes the folder concept including a listing of the outline format which is used to organize each folder.

Career Education concepts will be implemented through materials designed to be infused into existing curricula (units, texts, audio-visuals, etc.). Materials can be requested by subject area or career area focus.

Contents in a Career Area Folder will be in the form of resource materials that can be infused into a learning situation when relevant. Modules or units relating to a particular occupation may be included in the folder. These may be infused into subject matter, presented as a lesson, or used as an individualized independent study experience. The materials within the folder will range from kindergarten through high school. These materials will be organized into levels that can be introduced to students appropriate to their needs.

The teacher is encouraged to use creativity in the implementation of career folder materials. These materials may augment interaction with community resource persons.

If you would like additional information from a curriculum writer, consultant, media specialist or community resource person, please contact:

Career Education Resource Center
Victoria School
Victoria and Idaho
St. Paul, Minnesota 55117
Telephone: 488-6761

If you would like to develop any additional materials related to the folder, or if you have any materials suitable to include in the Career Area Folder, please contact the Career Education Resource Center.

Folder Format

- I. Subject Area/Career Area Folder
  - A. Related Occupations
  - B. Career Focus
- II. Introduction
  - A. Background
  - B. History
  - C. Impact
  - D. Potential
- III. Motivation
- IV. Subject Area Activities
- V. Evaluation
- VI. Resources
  - A. Bibliography
    - 1. Books
    - 2. Periodicals
    - 3. Magazines
    - 4. People and Places
  - B. Media
    - 1. Film
    - 2. Tapes
    - 3. Records
    - 4. Filmstrips
    - 5. Audio Tapes
    - 6. Video Tapes

The following list of references represents examples of career guidance oriented resources that can assist in the implementation of individual or group instruction in the Career Resource Center or in the classroom.

Alternatives to College
MacMillian Information
228R Brown Street
Riverside, New Jersey 08015

Career Development Through English Experiences $2.50
Career Development Through Home Economics Experiences $2.00
Career Development Through Industrial Education Experiences $2.50
Document Section
140 Centennial Bldg.
St. Paul, Minnesota 55101

Career Education Program
Vol. I. 9-60001
Vol. II. 9-60002

Career Exploration and Planning 9-60003
Houghton Mifflin
Department M
1101 Tremont Street
Boston, Massachusetts 02107

Career Education Resource Guide
Educational Properties Incorporated
Post Office Box PX
Irvine, California 92664

Career Resource Guide
Value Identification
Significant Others

Women and the World of Work
The Social Contribution of Work
Satisfaction and Rewards of Work
Life Styles and Work
Self Concept Exploration

NOTE: Originally distributed to all Secondary School Counselors — No longer available from Pupil Personnel Services Section.

Classroom Guidance: An Introductory Approach to Humanistic Education

A Resource Guide for Career Development in the Junior High School

A Resource Guide for Career Development in the Senior High School

Pupil Personnel Services Section
Minnesota Department of Education
St. Paul, Minnesota 55101

Career Guidance Class, The

Walter T. Metcalf & Associates
2034 Ciprian Avenue
Camarillo, California 93010

Career - Planning: Search For A Future, Revised 1973

Career Work Book — 1973

Gerald P. Cosgrave
Guidance Center, University of Toronto
1000 Yonge Street
Toronto, Canada M4W2K8

The Group Guidance Program: Career Guidance Through Groups Vol. 1 Operations Manual

Group Guidance Program: Career Guidance Through Group Dynamics for Secondary School Students Vol. II, Curriculum Materials

The Group Guidance Program: A Group Career Guidance and Job Placement for High School Youth: Vol. III Workshop Training Manual

National Technical Information Services
U.S. Department of Commerce
5285 Port Royal Road
Springfield, Virginia 22151

Human Resources in Our Community: A Guide to the Use of Local Talent

Publication of the Saint Paul Public Schools

K-12 Guide for Integrating Career Development into Local Curriculum

Charles A. Jones Publishing Co.
Worthington, Ohio

Manpower and Economic Education: A Personal and Social Approach to Career Education

Love Publishing Co.
6635 East Villanova Place
Denver, Colorado 80222

Occupational Essentials: Skills and Attitudes for Employment

H. C. Johnson Press Inc.
Vocational Education Division
P.O. Box 5566
2801 Eastrock Drive
Rockford, Illinois 61125

Teachers' Guide to Group Vocational Guidance

Bellman Publishing Company
Cambridge, Massachusetts

Teaching for Career Decision Making

Educators Assistance Institute
2500 Colorado Blvd.
Santa Monica, California

This Is Your Community: A Guide to the Use of Field Trips K-12

A publication of the Saint Paul Public Schools

What Color Is Your Parachute?

A Practical Manual for Job Hunters and Career-Changers (1973 edition)

Ten Speed Press
Box 4310
Berkley, California 94704

Yellow Pages of Learning Resources

M.I.T. Press
Massachusetts Institute of Technology
Cambridge, Massachusetts 02142

How Do You Evaluate A Career Resource Center's Effectiveness?

When evaluating the effectiveness of a Career Resource Center, it is necessary to assess both materials and services. The evaluative procedures and forms provided in this section are suggestive of viable approaches that can be used to determine the effectiveness of your efforts.

Resources can be divided into two parts:

1. Human
2. Non-human

This distinction aids those attempting to assess the relative effectiveness of both aspects of your Career Information Delivery System. The form below represents a procedure effectively used by the Roseville Public Schools to determine the quality of resource people in their career program. Teachers should be strongly encouraged to evaluate resource people so that only knowledgeable and enthusiastic people are used as models for students to emulate.

Independent School District 623 Roseville Area Schools

RESOURCE USE CARD
CONFIDENTIAL

Resource Evaluation

This evaluation should be filled out each time a resource is used. Please send the completed evaluation to the Director of Vocational Education.

School ________________________ Grade __________ Date __________

Person ________________________ Topic ____________________

Presentation made at school __________ Presentation away from school __________

Do you recommend this resource person for future use in District 623?

1. __________ I recommend him/her.

How would you rate this resource person for the grade level he/she worked today?

2. __________ Excellent __________ Good __________ Fair __________ Poor
3. The resource person would strengthen his presentation if the following adjustments, changes, adaptations, etc., were made:

____

____

____

____

4. Comments: ____

____

____

____

____

Teacher ________________________ Grade __________

Non-Human resources should also be evaluated on a continuous basis to maintain materials of highest learning potential. The Career Resource Check-Out Card below provides one method by which the continuous evaluation of materials can be facilitated.

CAREER RESOURCE
CHECK-OUT CARD

Resource Checked Out: ______________________________
____

Date Checked Out: ______________________________
Day Date

Date Due: ______________________________
Day Date

Please rate the quality of this resource.

Excellent________ **Good**________ **Fair**________ **Poor**________

Checked By: ______________________________

A second dimension the Career Resource Center to be evaluated of equal importance are services. There are two primary groups of people who can best assess the effectiveness of these services; they are students and teachers. Both of the forms:

1. Teacher Survey, Guidance Department, St. Paul Public Schools, and
2. Student Survey, Mechanic Arts Career Resource Center and Counselor Aide Project

have been field tested at Mechanic Arts High School under the supervision of Dennis Niebling. They provide a method by which to obtain information, which can be used to improve the delivery of Career Resource Center services.

TEACHER SURVEY

Guidance Department

Saint Paul Public Schools

The purpose of the Career Resource Center this year has been a) to provide students with resources, personalized help and information in vocational and educational exploration, and b) to provide materials and services to teachers to aid in students' vocational planning and in integrating career development concepts into subjects. Your cooperation in giving us feedback on your use of the CRC will help us to plan better for next year. Thank you.

Please circle the items which apply to you.

I have been in the CRC.

never   occasionally   often

I have used the CRC volunteers for help or materials.

never   two or three times   more than three times

I have referred students to the CRC.

once   two or three times   often

I have taken a class to the CRC.

never   once   twice   more than twice

I feel volunteers in the CRC are

very helpful   helpful   not helpful

I feel a career development program in the schools is

very important   needed   not needed

I believe that the help students receive in vocational exploration is

about right   not enough   too much

The CRC could be of more help to me if

STUDENT SURVEY

MECHANIC ARTS CAREER RESOURCE CENTER AND COUNSELOR AIDE PROJECT

Please share with us your reactions to this Career Resource Center. This information will help us to make the Center more effective.

NAME________________________ (optional) SEX: M F AGE______ DATE______________

1. How did you learn about the Career Resource Center?

____

____

2. Have you visited this resource center before?

No________ Yes________ How Many Times________

3. Were you able to find what you wanted?

Absolutely________ Somewhat________ Only a Little________ No________

4. How much time did you spend in the Career Resource Center?

0-10 min. ______ 10-30 min. ______ 30-60 min. ______ 60+ min. ______

5. Would you use the Resource Center again? Yes______ No______

6. What was the most interesting part of your visit?

______ Talking with the volunteer

______ Sound filmstrips

______ Taped interviews

______ College catalogs

______ Vocational school information

______ Microfiche viewer

______ Career interest survey

______ Occupational briefs

______ Military brochures

______ Civil Service information

______ Career games

______ Vocational biographies

The Minnesota Research Coordinating Unit (RCU) for Vocational Education is funded jointly by the State Department of Education, Vocational Division and the University of Minnesota. The major purposes of the Minnesota RCU are to

(1) Stimulate, coordinate and facilitate Research and Development efforts in the State.

(2) Provide training for producers and consumers of research.

(3) Disseminate research and instructional materials dealing with career and vocational education.

(4) Conduct long-range programmatic research on problems which are of high priority in the State.

To accomplish these purposes the Minnesota RCU provides the following services, free of charge, to educators in the State:

(1) Distribute information concerning the availability of State and Federal funds for R & D projects.

(2) Provide technical consultation on (a) writing proposals, (b) securing information about educational problems or materials, (c) evaluating educational programs and (d) other problems which are of concern to educators.

(3) Provide access to and disseminate research and instructional materials which include: (a) computer searches of the RCU Library, (b) book check out services, (c) copies of RCU publications, (d) hard copy duplication services, (e) microfiche duplication services, (f) microfiche and microfilm reader services and (g) technical consultation concerning resource materials.

(4) Provide educators with procedures and validated instruments to: (a) conduct school locally based follow-up of secondary students, (b) conduct secondary school placement service, (c) conduct a vocational needs assessment of adults, (d) conduct evaluations of career education programs including cognitive and affective assessments and (e) teach job and education seeking skills to secondary school students and (e) other transportable instruments and procedures designed to improve the quality of career and vocational education.

Further study of your efforts to implement a Career Resource Center can be significantly aided by acquiring **Planning and Evaluating Developmental Projects in Career Education**, written and developed by Brandon B. Smith and Roy A. Thomas of the Minnesota Research Coordinating unit for Vocational Education. A copy of this career evaluation system may be obtained by writing:

Brandon B. Smith or George H. Copa
Minnesota Research Coordinating Unit
for Vocational Education
445 Peik Hall
University of Minnesota
Minneapolis, Minnesota 55455
Telephone: (612) 373-3838

The pursuit of obtaining evaluative data will be rewarded by having concrete justification for the continuation and improvement of a Career Resource Center!

METHODS OF CAREER RESOURCE SELECTION, ORGANIZATION AND UTILIZATION

HOW DO YOU EVALUATE CAREER RESOURCES?

The process of development reflected by the heading of this section is vital to the establishment of a Career Resource Center. Adherence to a process oriented system, will assure Career Resource Center developers that their Center, as with human beings, will not only survive birth, but also live to a ripe old age. With the tremendous proliferation of resources, both past, present, and future being made available, it is the practicality of order and economy that dictates the search for guidelines that will serve to chart a logical course of getting started and maintaining a Career Resource Center. The most significant single aid to accomplishing this task is the article "Identifying, Organizing and Using Resources in a Career Development Program" written as an unpublished paper by L. Sunny Hansen. The body of this section will be developed basicly from this paper, with appropriate supplements being added from other more recently published sources. The writing style and message of Hansen, effectively communicates the concerns of the authors of this guide and will be changed only when adherence to the guide format is necessary. . . . Resources and materials for career development are not ends but means. If the objectives of a career development curriculum are to be realized in a pervasive, comprehensive, sequential program, ways must be found to identify, organize, make accessible, and disseminate all types of materials which facilitate student career development, to identify human and non-human resources, and to find ways to relate the resources, materials, multi-media, and programs to individual vocational exploration and to classroom projects. While information is not the only important aspect of career exploration and decision-making, it is a very important one. And acquainting students and professionals with the vast resources and information available could do much to facilitate the development of individual potentialities, the positive self-concept, the sense of control over one's life, and the sense of purpose which are a part of career development goals.

There are a number of considerations to be kept in mind in selecting and utilizing resources. General principles of program design apply to career resource programs as to other aspects of career development. Selection of resources should be based on: (1) the nature of the population(s) being served, (2) student characteristics and career needs, (3) objectives of the program, (4) the setting in which it is to become operational, methods to be utilized, and (5) the budget available. To the extent now, media research should be examined in the selection of materials for a given population, setting or level. Briefly an organizer of career information resources might ask the following types of questions:

1. Who will be the major user—student, parent, or professional (teachers, counselors, elementary, junior high, senior high, post-high)?
2. What ability, interest, and developmental levels need to be met?
3. What kind of variety is necessary in types of information (occupational, manpower trends, vocational training, college, financial assistance, employment, draft and alternatives, decision process, marriage and family, etc.)?
4. What kind of variety is necessary, desirable, and possible in media (kits, films, filmstrips, cassettes, files, books, monograph, etc.)?
5. What training will be necessary for the users and who will provide it?
6. How will the resources be publicized, accessed, and disseminated?
7. How will the career development resources relate to other school and community resources (agencies, subject resource centers, etc.)?
8. How will the materials and resources be evaluated?

Finding answers to some of these key questions is essential to effective resource utilization and to implementation of a career development curriculum . . ."

One suggestion to help answer question no. 8 above is provided by using the following evaluation instruments, included in the article "How to Evaluate Career Information Materials" written by Stephen G. Weinrach, September 1974 issue of **The School Counselor.**

Two additional references that provide on-going evaluation of career films are the **National Vocational Guidance Association Journal** and **Inform.**

CAREER LITERATURE EVALUATION CHECKLIST

Title: ____________________

Publisher/Distributor: ____________________

Cost $____________

Cost $____________ each   Number of pages: ____________

Intended Audience: ____________________

	Unsatisfactory	Satisfactory	Excellent
1. A description of the nature of the occupation, field, or industry.			
2. A realistic portrayal of the work setting.			
3. The benefits and satisfactions of the occupations.			
4. The entry requirements.			
5. The possibilities of advancement.			
6. The employment outlook.			
7. Related occupations to which a person might transfer.			
8. Whether or not licensing or union membership is required.			
9. Written on the level of the intended audience.			
10. Interesting format.			
11. Enhancing photographs and graphs.			
12. Recent date of publication.			
13. Freedom from bias.			
14. Credits.			
15. Bibliography.			
16. Training information.			
17. Sources of financial aid and training employment.			

Evaluated by: ____________________ Date: ____________

CAREER FILM AND FILMSTRIP EVALUATION CHECKLIST

Title: ______________________________ ( ) BW ( ) Color

Producer/Distributor: ______________________________

Cost: Purchase $__________ Rental $__________ Length __________ min.

Intended Audience: ______________________________

	Unsatisfactory	Satisfactory	Excellent
1. A description of the nature of the occupation, field, or industry.			
2. A realistic portrayal of the work setting.			
3. The benefits and satisfactions of the occupations.			
4. The entry requirements.			
5. The possibilities of advancement.			
6. The employment outlook.			
7. Related occupations to which a person might transfer.			
8. Whether or not licensing or union membership is required.			
9. Personal qualifications.			
10. Relevancy for the intended audience.			
11. The proper length.			
12. Freedom from bias.			
13. Credits.			
14. The purpose.			
15. A complete user's guide.			

Evaluated by: ______________________________ Date: __________

Information about general and specific criteria for evaluation of career information is also provided in Weinrach's article. An "Assessment of Career Education Curriculum Materials" provides an alternative method of evaluating career materials can be obtained from:

Dr. LaVerne M. Fadale
New York State College of Agriculture
and Life Sciences
Cornell University
Department of Education
Stone Hall
Ithaca, N. Y. 14850

Also available from the National Vocational Guidance Association is the recently revised "Guidelines for the Preparation and Evaluation of Career Information Media."

National Vocational Guidance Association
1607 New Hampshire Avenue N.W.
Washington D.C. 20009

These resources provide ample information and guidelines for developing an evaluation system that will be appropriate to each educational setting. ". . . While the potentials of materials and resources as aids to facilitating career development seem abundant, there is also room for caution. One of the cautions is in relation to gimmickry and panaceas. There has been a tremendous spurt of commercial materials on the educational market in the last few years, not all of them sound. One needs to evaluate carefully the materials in terms of accuracy, recency, readability, useability, appeal, comprehensiveness, and the like.

1. Do they really do what they claim to do? Do they have a valid content or conceptual base?
2. Are they appropriate for the level intended?
3. Do they have a significant impact on vocational exploration or placement? Or are they gimmicks which don't really pay off but leave the user disappointed and with the same information deficit?
4. Do they truly contribute to the larger goals of the career development program?
5. Are their goals consistent with that known about career development in the 1970's?

Perhaps an even greater caution is in the need for finding the appropriate vehicle or mechanisms for using the career development resources, materials, and programs. No teacher, counselor, vocational educator, or para-professional wants to waste time in identifying, organizing, and classifying a vast array of materials which essentially go unused. How to get the career development materials and resources used and used in meaningful ways becomes autonomous individuals controlling their own destiny, they will need ways to develop this independence in use of resources in planning and decision-making and not be spoon-fed every step of the way. They will need to learn to identify those resources most appropriate to their own goals but also appropriate to their own learning styles. The use of resources should be related in some way to indices of vocational maturity — the awareness and concern with choice, acceptance of responsibility for choice making and planning, the specificity of information used in job-seeking and planning, and conceptions of the decision process. Any of the factors identified by Super, Crites, Gribbons and Lohnes or others might serve as a basis for examining the relationship between use of resources and vocational maturity. In this age of accountability, spending large amounts of money on media of questionable value which go unused is difficult to justify.

The career needs of the populations served suggest another type of caution. The resources available need to be geared to the needs of all subcultures within the student population — to communicate the idea that career development is for all (not just the college-bound, for example) and that the resource and career information services are available to all. *Thus the program needs to attend to all kinds of diversity in users — resources for Blacks, Chicanos, Indians, white Americans; for the special needs of girls; for the early-committed junior high student; for the uncommitted senior who is undecided; for the employment-bound; for the college bound; for the immediate job seeker as well as the long-range planner; for all kinds of planners and decision makers, including those who decide not to decide . . .*" (italics added by authors)

The results of a recent report, The Final Report: Methods for Enhancing the Military Potential of Selected Manpower Segments reported in the article "Students Polled on Job Attitudes — Survey Report Reveals Occupational Values/Communications Patterns" published in the Guidepost, a newsletter of the American Personnel and Guidance Association, October 12th, 1974 issue provides substantial data to support Hansen's concern for the diverse career needs of our youth today. The purpose of the study was to determine the occupational values and communication patterns of a representative sample of 310 high school seniors in Baltimore, Maryland. Information obtained from this study is arranged according to sex, career orientation — college bound vs. non-college bound and race.

A summary of the findings of this report relating to sources of career information is provided below. Students were asked about the personal and mass media sources from which they received job information and the amount of influence it had. The findings included:

Hours of Job Information Exposure (3 highest sources)

1. Mother
2. Radio
3. Television

Sources of Job Information Preferences (All groups)

1. Newspaper
2. Mother
3. Teacher

(Non-College bound women)

1. Radio
2. Television
3. Adult friends

Whites, especially college bound

1. **Brochures**
2. **Billboards**

(Depend more on mass media than Blacks)

Source of Job Influences

All Groups

1. School Counselor (Particularly important for Black students)
2. Teacher
3. Mother

College Bound

More influenced from printed media

Black Students

1. Blacks place higher value on personal sources including:
   School counselor
   Peers
   Adult friends
2. Electronic media is more important strongest

Parental Influence

1. Male College Bound
2. Female Non-college Bound

The results of this report have significant implication for the development on a Career Resource Center which include:

1. Types of Media obtained.
2. Focus of human involvement, emphasizing sources of greatest influence i.e. developing a program to inform mothers about occupational information as they have the greatest exposure to students.

Career Resource Center developers are encouraged to obtain the complete report from:

National Technical Information Service
5285 Port Royal
Spring Field, Virginia 22151
Report No. AFOSR TR741369

Additional information about the project may be obtained from:

Vernon B. Morris Jr.
Principal Project Investigator
Westinghouse Health Systems
5575 Sterrett Place
Columbia, Maryland 21044

Information obtained from these sources will provide material that can be adapted for conducting a local occupational survey, the results of which could be used to assist in designing a locally relevant career information system.

ORGANIZING CAREER INFORMATION— WHERE DO YOU BEGIN?

". . . There are many ways to categorize resources and materials. Typical categories used are (1) type of publication or media-monograph, brief, subscription service, posters, charts, audio visual, etc. — and (2) source of information — government, commercial, professional and industrial organizations, private agencies and companies, educational institutions, periodicals, bibliographies or indexes. Thompson's way to classify resources listed in a previous section, What A Career Resource Center Can Do, relates the various types of media to the nature of the interaction between the individual and the materials and to the directness and indirectness of the experience. He identifies 10 types of occupational information (which embrace both World of Work and Life as a Worker). An interesting aspect of Thompson's scheme is that the media at the bottom are more pre-structured and fixed, those at the top more individualized. The five at the bottom are also less direct, i.e. they provide information **about** rather than **direct contact with** the work world. Between the person and the real world is a mediating agent — book, film, a computer, a person. But the top six provide various degrees of direct experience in the work situation. Thompson hypothesizes in "The Spectrum of Occupational Information Media" that the closer the occupational information is to the real situation and the more it allows an individual to adapt it to his own particular use and needs, "the more likely it is to be 'internalized' and to have an effect upon his vocational development and career progress". He concludes by citing the need for not only a lot of creative media but also careful research in testing the effectiveness and applicability at various stages of career development. Joseph Samler in his article "Psycho-social Aspects of Work: A critique of Occupational Literature" has been critical of the focus of much occupational information on what he calls Economic Man rather than on Psychological Man. He argues for a clearer presentation in occupational literature of psycho-social aspects of work — what it means in the life and life style of the worker and not only external information about trends, pay and working hours. Another way to organize resources for a career development curriculum would be according to goals or objectives. For example, it could be helpful to have a classification of resources, materials, and programs which are geared to (1) developing a sense of planfulness; (2) improving self-concept; (3) upgrading aspirations; (4) providing a sense of involvement and community relatedness; (5) providing role models; (6) motivation exploration; (7) providing "hands on" experience; (8) accelerating vocational maturity; (9) orienting to the World of Work and the like. An alternative way to explore the question of organizing resources is to ask further questions about career information resources and programs and how they fit into the career development exploration process. Some theoretical and operational questions which might be posed are as follows:

1. What kinds of information and resources do students in a particular school and at different developmental levels need? What kinds of information are most important?
2. What kinds of information and resources exist and how do students have access to them?

3. How do students know what they need and when they need it? How do they obtain it and use it in their own self exploration, work exploration, and decision-making?
4. How can resources and information about self and work be used to open up possibilities for students rather than prematurely narrowing down, slotting, or channeling?
5. How can the huge occupational world be brought down to manageable size so students, parents, teachers, and counselors have a conceptual map or framework within which to start examining possibilities?
6. What are some of the most effective media and resources through which students at different levels and with different needs can be assisted in their career exploration?
7. What are the respective contributions of man and machine, the human versus non-human media which can be used to facilitate career development? What combination of human-material resources can be used effectively?
8. What are the main organizing, administering, and staffing patterns in which the goals of career development can be realized through utilization of resources and media?
9. What kinds of professional and para-professional schools and community resources can be found to assist in the career development program?

Circle and others in their publication, **The Career Information Service: A Guide to its Development and Use** described a comprehensive four-pronged "Career Information Program" organized and implemented in the Newton, Massachusetts, Public Schools. Their model includes a Career Information Library, a Job Placement Service, a Follow-up Service, and a Career Guidance Resource Center. They offer the following "Guidelines for Developing a Career Information Library":

Develop an adequate rationale or statement of purpose for introducing the service to your school.
Responsibility for coordination the service should be given to one person
Funds must be budgeted for career materials on a regular basis
Establish criteria for acquiring materials
Locate reliable sources of information
Develop a workable classification and storage system
Utilized good business management practices
Establish Open Communications Networks
Location may determine effectiveness
Work closely with existing school library services
Keep career information up-to-date
Keep administrative rules and regulations to a minimum

The Newton Project seems to be a well-designed and evaluated model, and the project report itself could be a valuable resource for any system wishing to organize a Career Information Service.

The idea of organizing resources into some kind of information center is not particularly new. There are many different models around the country: the Regional Career Information Center and Project VIEW in San Diego; the Career Information Center in Herman Bidder Junior High School, Bronx, New York; the Career Information Service in Newton, Massachusetts, just described; the Career Resource Center of Northeastern University in Boston; the National Career Information Center in Washington D.C. . . ."

The following is a list of a few of the local Career Resource Centers that you may want to visit before setting up a center in your building:

Armstrong Senior High School — Robbinsdale
Mrs. Strandberg (Aide) 546-4401

Career Study Center II — St. Paul
Steve Sweetland (Counselor) 298-5000

Como Park Junior High School — St. Paul
Harold Hebl (Counselor) 488-2538

Cooper Senior High School — Robbinsdale
Arlene Breckenridge (Counselor) 533-1691

Hosterman Junior High School — Robbinsdale
Betty Newirth (Counselor) 533-2411

Marshall University High School — Minneapolis
Mrs. Silman (Counselor) 378-1824

Mechanic Arts High School — St. Paul
Dennis Niebeling (Counselor) 227-4143

South High School — Minneapolis
Cato McKinnie (Counselor) 729-8341
Title of Center — "Career Services Center"

West High School — Minneapolis
Sara Moore (Counselor) 827-2917

HOW DO YOU GET CAREER INFORMATION TO THE STUDENT?

In reviewing Hansen's paper, one common problem that universally confronts those organizing Career Resource Centers is the question of how to develop a method for easily accessing career information from the center by those it serves. Most students as well as school staff are not familiar with occupational classification systems such as the Dictionary of Occupational (D.O.T.) system. Therefore, it is important to develop a simple system that allows all career resource center users to easily gain the information they seek. The description of the following system was developed keeping the objective of simplicity in mind. It is a modification of the **Career Planning Guide** designed by Dr. Cliff E. Heilling and Rodney W. Hale.

This Career Information Guide (a system for accessing career information) is organized alphabetically using the 15 United States Office of Education Career Education Clusters as major occupational information classification categories. They include the following:

Code	Clusters
01	Agri-business and Natural Resources
02	Business and Office
03	Communications and Media
04	Construction
05	Consumer and Homemaking Related
06	Environmental Control
07	Fine Arts and Humanities
08	Health
09	Hospitality and Recreation
010	Manufacturing
011	Marine Science
012	Marketing and Distribution
013	Personal Services
014	Public Services
015	Transportation

The educational information section is also organized alphabetically as follows:

Code	Categories
A	Apprenticeship
C	Colleges
H	Hospitals
O	Others
P	Private Schools
V	Vocational-Technical Schools

This classification system becomes operationalized by:

I. Providing Career Information Guides to all potential users (students and staff).

II. Utilizing Career Information Request Forms.

III. Organizing the Career Resource Center Materials (including an occupational file) with this system.

IV. Providing Career Personnel trained in Accessing Requested Information.

The Career Information Guide which follows serves as a directory to easily identify information needed.

Occupational Information

CAREER INFORMATION GUIDE

Directions:

This is a list of over 500 Career Areas organized into 15 categories. It includes ranges of the most commonly held occupations in the United States. This list represents occupations requiring all levels of education and training.

Read the directions carefully. This information will help you in your career planning by providing you with: (1) a breakdown of these occupations into related jobs, (2) sources of information for further study, (3) sources of educational and training requirements and post high school institutions offering courses of study in these areas.

Specific Steps:

1. Read over all of the titles Occupational Information (Note: Start with highest interest categories first) Education Information.
2. Select those occupations and educational institutions that interest you.
3. Bring your Career Information Request Form to the Career Resource Center and you will receive information relating to Career Planning items 1 and 2 above.

01-AGRI-BUSINESS AND NATURAL RESOURCES

1. Agricultural Electrification Technology
2. Agricultural Engineering
3. Agricultural Mechanics
4. Agricultural Mechanics Skills
5. Agricultural Machinery and Equipment Technology
6. Agricultural Power and Machinery
7. Agricultural Production
8. Agricultural Products (Processing, Inspection and Marketing)
9. Agricultural Related Technology
10. Agricultural Resources (Conservation, Utilization and Services)
11. Agricultural Science Occupations
12. Agricultural Structures and Conveniences
13. Agricultural Supplies Services
14. Agricultural Technology
15. Agricultural Technology, Other
16. Agriculture Chemicals
17. Agriculture Construction and Maintenance
18. Agriculture, Forestry and Fishing, Industry Managers and Officials
19. Agriculture, Other
20. Air
21. Animal Science
22. Arboriculture
23. Commercial Fishery Occupations
24. Dairy Products
25. Farm Business Management
26. Farm Mechanics
27. Feeds
28. Fertilizers (Plant Food)
29. Fish (Including Farms and Hatcheries)
30. Floriculture
31. Floristry
32. Food Products
33. Forestry, Other
34. Forestry Protection
35. Forestry (Production, Processing, Management, Marketing and Services)
36. Forestry Technology
37. Geology Occupations
38. Greenhouse Operations and Management
39. Logging (Harvesting and Transporting)
40. Mining Industry Managers and Officials
41. Mining and Petroleum Engineering
42. Nonfood Products
43. Nursery Operation and Management
44. Ornamental Horticulture (Production, Processing, Marketing and Services)
45. Petroleum
46. Petroleum Technology
47. Plant Science

02-BUSINESS AND OFFICE

1. Accountants
2. Accountants and Auditors
3. Accounting and Computing Occupations
4. Administrative Assistants
5. Administrative Specialization Occupations
6. Agents and Appraisers
7. Bookkeepers
8. Budget Management Analysts
9. Budget and Management Analysts Occupations
10. Business Data Processing Systems Occupations
11. Cashiers
12. Clerical and Office Supervisors
13. Clerk-Typists
14. Clothing Management, Production and Services
15. Computer and Console Operators
16. Computer Programmer
17. Correspondence Clerks
18. Data-Methods and System-Procedures Analysts
19. Duplicating Machine Operators
20. Economics Occupations
21. Executive Secretary
22. File Clerks
23. Filing, Office Machines and General Office Clerical Occupations
24. Finance and Credit
25. Finance, Insurance and Real Estate Managers and Officials
26. Foremanship, Supervision and Management Development
27. General Office Clerks
28. Insurance
29. Key Punch and Coding Equipment Operators
30. Machine Operators: Billing, Bookkeeping and Computing
31. Miscellaneous Managers and Officials
32. Office Managers and Chief Clerks
33. Office Occupations, Other
34. Office – Related Technology
35. Peripheral Equipment Operators
36. Personnel Assistants
37. Personnel and Training Administration Occupations
38. Personnel, Training and Related Occupations
39. Programmers
40. Public Relations Management Occupations
41. Purchasing Management Occupations
42. Quality Control Clerks
43. Real Estate
44. Receptionists and Information Clerks
45. Scientific Data Processing
46. Secretaries
47. Service Industry Managers and Officials
48. Stenographers
49. Stenographic, Secretarial and Related Occupations
50. Stock and Inventory Clerks
51. Supervisory and Administrative Management Occupations
52. Systems Analysis
53. Systems Analysis Technology
54. Teller
55. Transportation, Communication, Utilities, Industry Managers and Officials
56. Typists
57. Typing and Related Occupations

03-COMMUNICATION AND MEDIA

1. Bookbinding
2. Commercial Art Occupations
3. Commercial Artists Occupations
4. Commercial Photography Occupations
5. Communications
6. Communications Systems Clerks and Operators
7. Composition, Make-up and Typesetting
8. Freelance Writing
9. Graphic Arts Occupations
10. Information Communication Occupations
11. Interpreters and Translators
12. Interviewers and Test Technicians
13. Librarians
14. Lithography, Photography and Platemaking
15. Mail and Postal Clerk
16. Mail Preparing and Mail-Handling Machine Operators
17. Materials Support Occupations (Transporting, Storing and Recording)
18. Messengers and Office Boys and Girls
19. Museum, Library and Archival Sciences Occupations
20. Photoengraving
21. Photographic Laboratory and Darkroom Operation
22. Photography Occupations
23. Printers and Related Occupations
24. Printing Press Occupations
25. Radio Operators
26. Radio/Television
27. Silk Screen and Printing
28. Sound Recording, Transcribing, Reproduction Occupations
29. Writers and Editors, Motion Pictures, Radio and Television
30. Writers and Editors, Publishers
31. Writing Occupations

04-CONSTRUCTION AND REPAIR

1. Air Conditioning
2. Appliance Repair
3. Architectural Occupations
4. Architectural Technology (Building Construction)
5. Architecture and Engineering (Occupations in)
6. Blueprint Reading
7. Business Machine Maintenance
8. Brazing and Soldering Occupations
9. Carpentry
10. Construction Industry Managers and Officials
11. Construction and Maintenance Trades
12. Cooling
13. Designs
14. Drafting
15. Dry-wall Installation
16. Electric Welding
17. Electrical Appliances
18. Gas Welding
19. General Construction
20. Glazing
21. Hardware, Building Materials, Farm and Garden Supplies and Equipment
22. Heating
23. Heavy Equipment (Construction)
24. Installation, Operation and Maintenance of Reactors
25. Instrument Maintenance and Repair
26. Lineman
27. Machine Shop
28. Masonry
29. Mechanics
30. Millwork and Cabinet Making
31. Painting and Decorating
32. Plastering
33. Plumbing and Pipefitting
34. Refrigeration
35. Roofing
36. Sheetmetal
37. Small Engine Repair, Internal Combustion
38. Upholstering
39. Ventilating (Filtering and Humidification)
40. Watchmaking and Repair
41. Welding
42. Welding and Cutting
43. Woodworking

05-CONSUMER FOODS AND HOMEMAKING

1. Baker
2. Comprehensive Homemaking or Home Economics
3. Consumer Education
4. Cook/Chef
5. Dairy Technology
6. Dressmaking

7. Food Distribution
8. Food Management, Production and Services
9. Food and Nutrition
10. Food Processing Technology
11. Food Services Supervisor
12. Food Services
13. Home Economics — Related Technology
14. Home Economists and Farm Advisors
15. Home Furnishings
16. Home Furnishings, Equipment and Services
17. Home Management
18. Homemaking, Other
19. Homemaking, Preparation for Personal, Home and Family Living
20. Housing and Home Furnishings
21. Interior Decorating
22. Interior Decorators Assistant
23. Meat Cutter

06-ENVIRONMENT

1. Energy Conservation
2. Environmental Control Technology
3. Landscaping
4. Plant Science

07-FINE ARTS AND HUMANITIES

1. Art Occupations
2. Dancing Occupations
3. Dramatics Occupations
4. Music Occupations

08-HEALTH

1. Community Health Aid
2. Cytology (Cytotechnology)
3. Dental
4. Dental Assisting
5. Dental Hygiene (Associate Degree)
6. Dental Laboratory Technology
7. Dentists
8. Dietitians
9. Electrocardiography Technicians
10. Electroencephalograph Technicians
11. Environmental Health
12. Environmental Health Assistant
13. Family Health
14. Health Occupations Education, Other
15. Health-Related Technology
16. Hermetology
17. Histology
18. Home Health Aid
19. Hospital Children's Division Assistant
20. Inhalation Therapy
21. Medical Assistant (Assistant in Physician's Office)
22. Medical and Dental Technology Occupations
23. Medical Emergency Technician
24. Medical Laboratory Assisting
25. Medical and Health Occupations
26. Medical Laboratory Assisting
27. Medical Laboratory Technology
28. Medical and Related Health Occupations, Education
29. Mental Health Technician
30. Mental Health Technology
31. Nuclear Medical Technology
32. Nursing
33. Nursing Assistance (Aide)
34. Nursing (Associate Degree)
35. Obstetrical Technician
36. Occupational Therapy
37. Ophthalmic
38. Ophthalmic Dispensing
39. Optometrist Assistant
40. Orthopedic Assisting
41. Orthoptics
42. Orthotics
43. Osteopaths
44. Pharmacists
45. Physical Therapy
46. Physicians and Surgeons
47. Prosthetics
48. Psychiatric Aide
49. Radiation Therapy
50. Radiologic Technology
51. Radiologic, Other
52. Radiography
53. Radiological Health Technician
54. Rehabilitation
55. Sanitation Assistant
56. Sanitation Technology
57. School Health Aide
58. Surgical Technician (Operating Room Technician)
59. Veterinarians

09-HOSPITALITY AND RECREATION

1. Athletics and Sports Occupations
2. Entertainment and Recreation Occupations
3. Hotel and Lodging
4. Recreation
5. Recreation and Tourism

010-MANUFACTURING

1. Apparel and Accessories
2. Automotive
3. Ceramic Engineering
4. Chemical Engineering
5. Chemistry Occupations
6. Chemical Technology
7. Clothing and Textiles
8. Die Sinking
9. Electric Power Generating Plants
10. Electrical Engineering
11. Electrical Occupations
12. Electrical Technology
13. Electricity
14. Electromechanical Technology
15. Electronic Technology
16. Electronics Occupations
17. Engineering — Related Technology
18. Fabric Maintenance Services
19. Fire and Fire Safety Technology
20. Foundry
21. Gas Appliances
22. Industrial Atomic Energy
23. Industrial Electricians
24. Industrial Electronics
25. Industrial Engineering
26. Industrial Technology
27. Industrial Uses of Radioisotopes
28. Instrumentation Technology
29. Instruments (Other than Watches and Clocks)
30. Leatherworking
31. Machine Tool and Design
32. Machine Tool Operation
33. Manufacturing Industrial Managers and Officials
34. Mechanical Engineering
35. Mechanical Technology
36. Metal Patternmaking
37. Metal Trades, Combined
38. Metal working
39. Metallurgical Technology
40. Metallurgy
41. Metallurgy and Metallurgical Engineering
42. Nuclear Engineering
43. Nuclear Technology
44. Physics Occupations
45. Planning and Production Clerks
46. Plastics Occupations
47. Product Design
48. Production
49. Shoe Manufacturing
50. Structural Technology
51. Textile Production and Fabrication
52. Tool and Die Making
53. Trade and Industrial Occupations

011-MARINE SCIENCE

1. Biological Science Occupations
2. Marine Engineering
3. Oceanographic Technology (Physical, Biological and Fisheries)

012-MARKETING AND DISTRIBUTION

1. Advertising Management Occupations
2. Advertising Services
3. Central Supply Technicians
4. Distributive Education, Other
5. General Merchandise
6. Home Equipment Demonstrator
7. Industrial Marketing
8. International Trade
9. Retail Trade, Other
10. Sales Distribution Management Occupations
11. Wholesale Trade, Other
12. Wholesale and Retail Trade Managers and Officials
13. Window Display

013-PERSONAL SERVICES

1. Barbering
2. Care and Guidance of Children
3. Child Care Center Assistant
4. Cosmetology
5. Custodial Services
6. Drycleaning
7. Family Relations
8. Laundering
9. Personal Services
10. Shoe Repair
11. Tailoring
12. Waiter/Waitress

014-PUBLIC SERVICES AND RELATED PROFESSIONALS

1. Anthropology Occupations
2. Archivists
3. Astronomy Occupations
4. Child Development
5. Clergymen
6. College and University Education Occupations
7. Education of the Handicapped Occupations
8. Education Occupations, Other
9. Educational Assistants and Training Specialists
10. Firemen Training
11. History Occupations
12. Inspectors and Investigators, Managerial and Public Service
13. Institutional and Home Management and Supporting Services
14. Judges
15. Law Enforcement Training
16. Lawyers
17. Mathematics (Occupations in)
18. Mathematics and Physical Sciences Occupations
19. Meteorology Occupations
20. Miscellaneous Professional, Technical and Managerial Occupations
21. Miscellaneous Technical Education
22. Museum Curators and Related Occupations
23. Occupations in Law and Jurisprudence
24. Police (Law Enforcement and Correction) Science Technology
25. Political Science Occupations
26. Primary School and Kindergarten Education Occupations
27. Psychology Occupations
28. Public Administration Managers and Officials
29. Public Service Occupations
30. Religion and Theology Occupations
31. Secondary School Education Occupations
32. Social Sciences Occupations
33. Social and Welfare Work Occupations
34. Sociology Occupations
35. Surveyors
36. Teachers' Assistant at the Pre-primary Level
37. Vocational Education Occupations

015-TRANSPORTATION

1. Aeronautical Engineering
2. Aeronautical Technology
3. Aircraft Maintenance
4. Aircraft Operations
5. Airframe
6. Airplane Pilots and Navigators
7. Automotive Services
8. Automotive Technology
9. Aviation Occupations
10. Body and Fender
11. Civil Technology
12. Commercial Pilot Training
13. Diesel Mechanic
14. Maintenance Heavy Equipment
15. Maritime Occupations
16. Motor Repairman
17. Operation Heavy Equipment
18. Railroad Conductors
19. Roadway Technology
20. Seamanship
21. Ship and Boat Operation and Maintenance
22. Ship Captains, Mates, Pilots and Engineers
23. Traffic, Rate and Transportation
24. Transportation

Educational Information

01-APPRENTICESHIP TRAINING

1. Artist, Commercial
2. Artist, Lithocolor
3. Artist, Litho Layout and Stripper
4. Asbestos Worker
5. Baker
6. Beveler, Glass Silverer
7. Blacksmith
8. Boat Builder, Wood
9. Boilermaker
10. Bookbinder
11. Bracemaker
12. Bricklayer
13. Buttermaker
14. Cabinetmaker
15. Cameraman, Litho
16. Cameraman, Motion Picture
17. Carman (R.R.)
18. Carpenter
19. Carpenter, Coach
20. Cement Mason
21. Cheesemaker
22. Color Matcher and Ink Maker
23. Compositor
24. Cook
25. Coremaker
26. Cutter and Auto Glazier, Safety Glass
27. Cutter, Cloth
28. Cutter, Die Envelope
29. Cutter, Fur
30. Cutter, Glass
31. Cutter, Granite
32. Cutter, Meat
33. Cutter, Paperstock
34. Cutter, Warehouse Glass
35. Die Sinker
36. Draftsman, Architectural
37. Draftsman, Electrical
38. Draftsman, Engineering
39. Draftsman, Mechanical
40. Draftsman, Ornamental Iron
41. Electrical Shopman
42. Electrical Wireman
43. Electrician, Maintenance
44. Electrician, Powerhouse
45. Electrician, (R.R.)
46. Electroplate
47. Electroplate, Finish
48. Electroplate, Molder
49. Engineer, Operating (Diesel)
50. Engineer, Operating (Steam)
51. Engraver, Hand
52. Engraver, Steel Die
53. Feeder
54. Finisher, Optical
55. Finisher, Watchglass
56. Fitter, Sprinkler
57. Floor Coverer
58. Furniture Finisher
59. Furniture Maker
60. Furrier
61. Glazier
62. Glazier, Safety Glasscutter and Auto
63. Glazier, Stained Glass
64. Grainer, Litho
65. Granite Polisher
66. Granite Sand Blastman
67. Ink Maker, Color Matcher
68. Iron Worker
69. Jeweler
70. Lab Assistant, Litho Chemical
71. Lab Technician, Optical
72. Lather
73. Layout Man, Structural
74. Lens Grinder, Optical
75. Lineman, Combination Telephone
76. Lineman, Electrical Power
77. Lithographer, Class "C"
78. Lock Smith
79. Machine Adjuster, Envelope
80. Machinist
81. Machinist, Automotive
82. Machinist, Composing Room
83. Machinist, Linotype
84. Machinist, Maintenance
85. Machinist, Printing Press
86. Machinist, (R.R.)
87. Machinist, Tool Room
88. Machine Operator, Automatic Stitching and Tipping
89. Machine Operator, Folding
90. Machine Operator, Gathering
91. Machine Operator, Glass
92. Machine Operator, Ruling
93. Mailer
94. Marble Setter
95. Marking Devices Maker, Rubber and Metal
96. Mechanic, Aircraft and Engine
97. Mechanic, Auto Body and Fender
98. Mechanic, Automobile
99. Mechanic, Business Machine
100. Mechanic, Farm Tractor and Equipment
101. Mechanic, Heavy Equipment
102. Mechanic, Highway Equipment
103. Mechanic, Line Casting Machine
104. Mechanic, Motor Truck and Tractor
105. Mechanic, Plant Maintenance
106. Mechanic, Sewing Machine
107. Metal-Smith, Aircraft
108. Metal Spinner
109. Meter Tester
110. Miller
111. Millwright
112. Millwright, Maintenance
113. Moulder
114. Monument Maker
115. Offset Forms Assistant, Web
116. Opaquer, Litho
117. Operating, Litho Perfecting
118. Operating, Litho Photo Contact Room
119. Operater, Litho Offset Davidson
120. Painter
121. Painter, Automobile
122. Painter, Coach
123. Painter, Sign and Pictorial
124. Pattern Maker
125. Photoengraver, Copper Etcher
126. Photoengraver, Finisher
127. Photoengraver, Layout Man
128. Photoengraver, Proofer
129. Photoengraver, Rotograveur
130. Photoengraver, Router and Blocker
131. Photoengraver, Zinc Etcher
132. Photographer, (Commercial)
133. Photographer, Litho Half-Tone Line
134. Photographer, Photoengraver
135. Photographer, (Portrait)
136. Pipefitter, (Gas and Oil)
137. Pipefitter, Maintenance
138. Pipefitter, (Refrigerator)
139. Pipefitter, (Steam)
140. Plasterer
141. Plate Maker, Class "B"
142. Plate Maker, Litho
143. Plate Maker, Litho Offset
144. Plate Maker, Rubber
145. Plate Preparer, Litho Offset
146. Plumber
147. Press Assistant, Litho Offset
148. Press Feeder, Litho Offset
149. Press Feeder, Platen
150. Press Feeder, Assistant, Cylinder
151. Pressman, Combination Cylinder and Platen
152. Pressman, Class "A"
153. Pressman, Class "B"
154. Pressman, Cylinder
155. Pressman, Gordon
156. Pressman, Harris
157. Pressman, Kelly
158. Pressman, Litho Offset
159. Pressman, Miehle
160 Pressman, Platen
161. Pressman, Rotary
162. Pressman, Rotoengraveur
163. Pressman, Steel and Die
164. Pressman, Web
165. Printer, Class "C"
166. Printer, Job Shop
167. Printer, Photoengraver
168. Rule Maker, Steel Die
169. Serviceman, Fuel Injection
170. Serviceman, Scale
171. Serviceman, Shoe
172. Set-up Man, International Glue
173. Sheetmetal Maintenance
174. Sheetmetal, R.R.
175. Sheetmetal Worker
176. Shopman, Architectural and Ornamental Iron
177. Sign Hanger
178. Silverer and Beveler, Glass
179. Stereotyper
180. Stripper, Litho
181. Stripper, Litho Color
182. Stripper, Litho Lay-out Artist
183. Stripper and Printer, Photoengraver
184. Taper, Dry Wall
185. Technician, Dental
186. Technician, Electronic Control
187. Technician, Radio and T.V.
188. Terrazzo Worker
189. Tile Setter
190. Tool and Die Maker
191. Treater, Heat
192. Tube Bender, Neon
193. Upholsterer
194. Upholsterer, Automotive
195. Watchmaker

For such services or more specific information, assistance may be furnished by any of the following:

Director
Division of Apprenticeship
110 State Office Building
St. Paul, Minnesota 55101

Bureau of Apprenticeship and Training
U.S. Department of Labor
Room 134, Federal Building
316 Robert Street
St. Paul, Minnesota 55101

Employment Services, Local Offices
Apprenticeship Information Center
St. Paul, Minneapolis, Duluth

02-COLLEGES

1. Anoka Ramsey State Community College
2. Augsburg College
3. Austin State Community College
4. Bemidji State University
5. Bethany Lutheran College
6. Bethel College
7. Brainerd State Community College
8. Carleton College
9. College of Saint Benedict
10. College of St. Catherine
11. College of St. Scholastica
12. College of St. Theresa
13. College of St. Thomas
14. Concordia College (Moorhead)
15. Concordia College (St. Paul)
16. Corbett Community College
17. Dr. Martin Luther College
18. Fergus Falls State Community College
19. Golden Valley Lutheran College
20. Gustavus Adolphus College
21. Hamline University
22. Hibbing State Community College
23. Inver Hills State Community College
24. Itasca State Community College
25. Lakewood State Community College
26. Macalester College
27. Mankato State University
28. Mesabi State Community College
29. Metropolitan State Community College
30. Minneapolis School of Art
31. Minnesota Bible College
32. Moorhead State University
33. Normandale State Community College
34. North Central Bible College
35. North Hennepin State Community College
36. Northland State Community College
37. Rainy River State Community College
38. Rochester State Community College
39. St. Cloud State University
40. Saint John's University
41. Saint Mary's College
42. St. Mary's Community College
43. Saint Olaf College
44. St. Paul Bible College
45. Southwest Minnesota State University
46. University of Minnesota
47. University of Minnesota, Duluth
48. University of Minnesota, Morris
49. University of Minnesota Technical College — Crookston
50. University of Minnesota Technical College — Waseca
51. Vermilion State Community College
52. Willmar State Community College
53. Winona State University
54. Worthington State University

03-HOSPITALS

1. Abbott Hospital School of Nursing
2. Lutheran Deaconess Hospital School of Nursing
3. Mounds Midway School of Nursing
4. St. Luke's Hospital School of Nursing (Duluth)
5. Northwestern Hospital School of Nursing
6. St. Cloud School of Nursing

04-OTHER

1. Crookston School of Practical Nursing
2. Fergus Falls Practical Nursing Program
3. Grand Rapids Practical Nursing Program
4. Hastings Practical Nursing Program
5. Meeker County School of Practical Nursing
6. Mounds-Midway School of Nursing
7. New Ulm School of Practical Nursing
8. Red Wing School of Practical Nursing
9. Rochester School of Practical Nursing
10. Job Entry Skills Do Not Require Training

05-PRIVATE SCHOOLS

1. Academy for Home Study, Inc.
2. Academy of Accountancy
3. Advance Trades School, Inc.
4. Alexander Hamilton Institute, Inc.
5. American Automation Training Centers, Inc.
6. American Motel School, Inc.
7. American School
8. Art Instruction Schools
9. Atlantic School
10. Atlantic School of California
11. Bell and Howell Schools
12. Brown Institute
13. Capitol Radio Engineering Institute, Inc.
14. Career Academy, Inc.
15. Central Technical Institute
16. Cleveland Institute of Electronics
17. Columbia School of Broadcasting
18. Commercial Business School, Inc.
19. Commercial Trades Institute
20. Control Data Institute
21. Dale Carnegie Course: Sponsored by Morris L. Norman and Associates
22. Dale Carnegie: Sponsored by Sam Carlson and Associates
23. DeVry Institute of Technology
24. Diesel Truck Driver Training School, Inc.
25. Diversified Education, Inc.
26. Duluth Business University
27. Dunwoody Industrial Institute
28. Elba Systems Corporation
29. Electronics Computer Programming Institute
30. Estelle Compton Models Institute
31. Famous Artists School
32. Famous Photographers School
33. Famous Schools
34. Famous Writers School
35. Foley Saw and Tool Maintenance School
36. Form 1040 Tax School
37. Gale Institute
38. Globe College of Business, Inc.
39. H & R Block Inc. Income Tax School
40. Hanson Mechanical Trade School
41. Hartford Airline Personnel School
42. Humboldt Institute, Inc.
43. IBM Data Processing Education Center
44. Institute of Business and Computer Education
45. Insurance Adjuster School
46. International Accountants Society, Inc.
47. International Correspondence Schools
48. Interstate Business College
49. Jetma Technical Institute
50. LaSalle Extension University
51. Lewis Hotel-Motel Schools
52. Lincoln Extension Institute, Inc.
53. McConnell Airline School, Inc.
54. Mankato Commercial College
55. Medical Institute of Minnesota
56. Minneapolis Business College
57. Minneapolis Drafting School
58. Minnesota Institute of Medical and Dental Assistants
59. Minnesota School of Bartending, Inc.
60. Minnesota School of Business
61. Motel Management Institute
62. Motel Managers Training Corporation
63. National Institute of Meat Packing
64. National Reading Institute of Minnesota, Inc.
65. Nettleton Commercial College
66. Northern Technical School of Business
67. Northwest Schools
68. Northwest Technical Institute
69. Northwestern Electronics Institute
70. Palmer Writers School, Inc.
71. Patricia Stevens Career and Finishing School
72. Personal Dynamics, Inc.
73. Piccadilly, Ltd.
74. Professional Business Institute
75. Rasmussen School of Business
76. Reading Dynamics of Minnesota
77. Sawyer School of Business
78. Speed Read Plus
79. St. Cloud Business College
80. Sales Training of Twin Cities, Inc.
81. Star Brake School
82. State Bar Review Course
83. United Electronics Institute
84. United Systems, Inc.
85. United Technical Institute
86. Universal Airline Personnel School, Inc.
87. Universal Heavy Construction School, Inc.
88. Universal Motel School, Inc.
89. Universal Training Service, Inc.
90. Victor Business School
91. Washington School of Art
92. Wayne School, Inc.
93. Weaver Airline Personnel School
94. William Mitchell

06-VOCATIONAL-TECHNICAL SCHOOLS

1. Albert Lea Area Vocational-Technical School
2. Alexandria Area Vocational-Technical School
3. Anoka Area Vocational-Technical School
4. Austin Area Vocational-Technical School
5. Bemidji Area Vocational-Technical School
6. Brainerd Area Vocational-Technical School
7. Canby Area Vocational-Technical School
8. Dakota County Area Vocational-Technical School
9. Detroit Lakes Area Vocational-Technical School
10. Duluth Area Vocational-Technical School
11. Eveleth Area Vocational-Technical School
12. Faribault Area Vocational-Technical School
13. Granite Falls Area Vocational-Technical School
14. Hibbing Area Vocational-Technical School
15. Hutchinson Area Vocational-Technical School
16. Jackson Area Vocational-Technical School
17. Mankato Area Vocational-Technical School
18. Minneapolis Area Vocational-Technical School
19. Moorhead Area Vocational-Technical School
20. Pine City Area Vocational-Technical School
21. Pipestone Area Vocational-Technical School
22. Ramsey-Washington County Area Vo-Tech Center 916
23. Rochester Area Vocational-Technical School
24. St. Cloud Area Vocational-Technical School
25. St. Paul Area Vocational-Technical School
26. Staples Area Vocational-Technical School
27. Suburban Hennepin County Vocational-Technical School
28. Thief River Falls Area Vocational-Technical School
29. Wadena Area Vocational-Technical School
30. Willmar Area Vocational-Technical School
31. Winona Area Vocational-Technical School

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CAREER INFORMATION REQUEST FORM

REQUESTED BY: ______________________ DATE REQUESTED: ____________

INFORMATION NEEDED BY: ______________________ DATE DUE: ____________

NOTE: Career Reference materials are due back in two weeks.

Write in code numbers for information requested from the Career Information Guide

OCCUPATIONAL INFORMATION

Code	Cluster	Code	Cluster
01- ______	Agri-business and Nature Resources	09- ______	Hospitality and Recreation
02- ______	Business and Office	010- ______	Manufacturing
03- ______	Communication and Media	011- ______	Marine Science
04- ______	Construction	012- ______	Marketing and Distribution
05- ______	Consumer and Homemaking Related	013- ______	Personal Services
06- ______	Environmental Control	014- ______	Public Services
07- ______	Fine Arts and Humanities	015- ______	Transportation
08- ______	Health		

EDUCATIONAL INFORMATION

Code	Categories	Code	Categories
A- ✓	Apprenticeship	O- ______	Other
C- ✓	College	P- ______	Private
H- ______	Hospital	V- ______	Area Vocational Institute

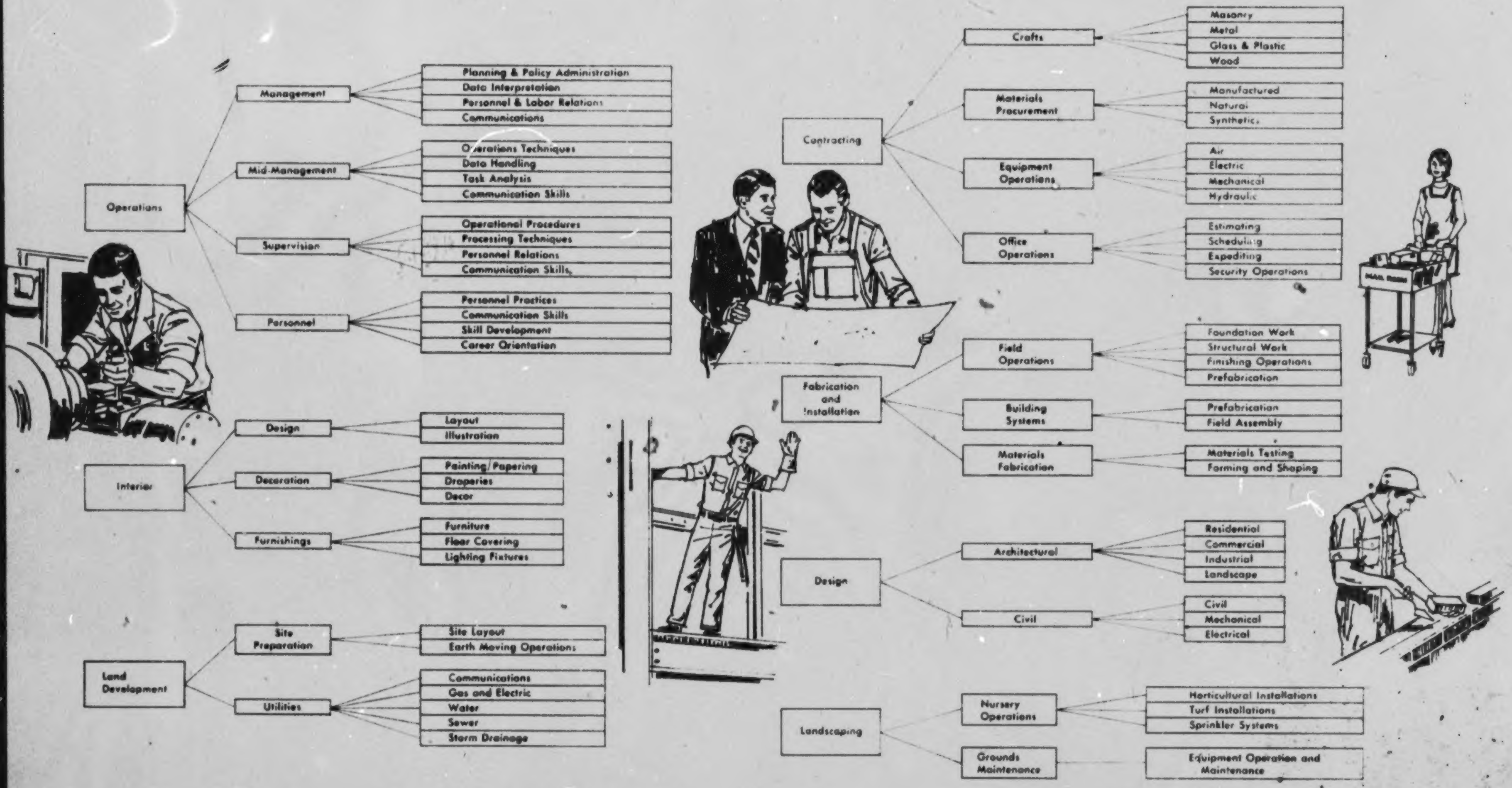
The career clustering system utilized as the organizational format for the Career Planning Guide also lends itself to other types of use. **The Career Interest Guide For Students** and the **Career Lattice** are two examples of how the career cluster system can bring about a clearer understanding of the relationships of occupations within the world of work. **The Career Interest Guide For Students** is useful in demonstrating the relationship of occupations to that of curriculum areas and the **Career Lattice** provides a graphic description of the levels of education needed for specific occupations within a given cluster. Each of these career display formats are included to provide alternative methods of presenting students with occupational information.

Career Interest Guide for Students

Example

Cluster for Construction

CLUSTER FOR CONSTRUCTION


Operations
Management
Planning & Policy Administration
Data Interpretation
Personnel & Labor Relations
Communications
Mid-Management
Operations Techniques
Data Handling
Task Analysis
Communication Skills
Supervision
Operational Procedures
Processing Techniques
Personnel Relations
Communication Skills
Personnel
Personnel Practices
Communication Skills
Skill Development
Career Orientation
Interior
Design
Layout
Illustration
Decoration
Painting/Papering
Draperies
Decor
Furnishings
Furniture
Floor Covering
Lighting Fixtures
Land Development
Site Preparation
Site Layout
Earth Moving Operations
Utilities
Communications
Gas and Electric
Water
Sewer
Storm Drainage
Contracting
Crafts
Masonry
Metal
Glass & Plastic
Wood
Materials Procurement
Manufactured
Natural
Synthetics
Equipment Operations
Air
Electric
Mechanical
Hydraulic
Office Operations
Estimating
Scheduling
Expediting
Security Operations
Fabrication and Installation
Field Operations
Foundation Work
Structural Work
Finishing Operations
Prefabrication
Building Systems
Prefabrication
Field Assembly
Materials Fabrication
Materials Testing
Forming and Shaping
Design
Architectural
Residential
Commercial
Industrial
Landscape
Civil
Civil
Mechanical
Electrical
Landscaping
Nursery Operations
Horticultural Installations
Turf Installations
Sprinkler Systems
Grounds Maintenance
Equipment Operation and Maintenance

The Career Interest Guide For Students was developed by the Educational Services Department of Northern States Power Company from information obtained from the United States Office of Education. The guide provides a complete description of each of the fifteen U.S.O.E. career cluster areas, including an introductory section explaining how to use the guide. The guide may be obtained from the address below:

John P. Knievel, Supervisor
Educational Services
Northern States Power Company
414 Nicollet Mall
Minneapolis, Minnesota 55401

Career Lattice

Example

Career Lattice: Health and Medicine Clusters

High School Training:

- Ambulance Driver
- Food Service Supervisor
- Hospital Service Worker
- Orderly
- Ward-Clerk
- Operating Room Technician
- Electroencephalograph Technician

Specialized Career Training:

- Medical Assistant
- Laboratory Technician
- Optician
- Practical Nurse
- Inhalation Therapist
- Dental Assistant
- Radiologic Technologist
- Medical Secretary
- Cytotechnologist
- Histologic Technician
- Nurse's Aide
- Medical Engineer Technician
- Dental Hygienist
- Electronics Technician

College and University Training:

- Food Technologist
- Industrial Hygienist
- Manual Arts Therapist
- Biochemist
- Sanitarian
- Public Health Engineer
- Nurse
- Medical Illustrator
- Medical Technologist
- Safety Engineer
- Health Educator
- School Health Educator
- Food and Drug Inspector
- Executive Housekeeper

Advanced Study and Specialized Experience:

- Physician
- Dentist
- Podiatrist
- Optometrist
- Veterinarian
- Public Health Administrator
- Dietitian
- Rehabilitation Counselor
- Speech Pathologist
- Corrective Therapist
- Music Therapist
- Blood Bank Technologist

Those seeking additional information about career lattices may obtain it from reading each issue of National Career Information Center **Inform** Newsletter, beginning with the January 1975 addition. Due to popular request, the Career Lattice, developed by Frank Burtnett, has become a monthly feature in each issue. The display of career lattice information can be done by charts, bulletin boards and transparencies.

An exceptionally useful book to supplement this material is entitled **Career Information Handbook.** It is designed for use by high school counselors, teachers, administrators and their students as a reference tool for occupational information. Divided into sections corresponding to the U.S.O.E.'s fifteen career clusters, coverage includes comprehensive descriptions of careers within each cluster and sources of additional information in each career field. Available from the address below:

Technical Education Foundation of Texas
TSTI Box T1635
Waco, Texas 76705

Another method that assists those seeking career information is the Information Request Card. This process of securing information is designed to obtain information that is not currently available within the center. Many references (i.e. Occupational Outlook Handbook) list addresses where you can secure further information on many different occupations. The use of the card below makes it easy to obtain that information, by completing the card and mailing it to the appropriate career source.

INFORMATION REQUEST CARD

Please send me a catalog ________ Application for admission ________

Financial aid information ________ Employment information ________

Employment application ________

Name ______________________________ Graduation Date ______________

Mailing Address ____

City ________________ State ______________ Zip Code ______________

Field of Interest ____

Career Study Center II
Saint Paul Public Schools
192 West 9th Street
Saint Paul, Minnesota 55102

The use of the Career Information Request Cards not only provides a simple accession system, but also provides a ready source of information to determine the occupational and educational interests of your students by retaining the cards and tallying the responses to gain a composite picture of their preferences.

The efficient implementation of this Career Information Guide can only be accomplished by completing an inventory of all Career Resource Center materials and classifying them according to the system outlined in the Career Information Guide. The completion of that task marks the signal that you are ready to provide ready career information service to your clientele (students and staff).

One method of organizing that can speed up the process of placing information in the hands of the Career Resource Center user, is the Career Catalog File. This file could be organized alphabetically by career topic, i.e. occupation name, or area of career development such as job satisfaction. The sample Career Catalog File Card on the next page graphically describes the ease with which information could be obtained.

CAREER CATALOG FILE

Order of Topic beginning with A - Z

File Code CCF-A Career Topic ____________________

SECTION	MEDIA	TITLE	PAGE

NOTE: Section — area in Career Resource Center where material is located

Media — structure format, i.e. book, filmstrip, tape, etc.

Title — name of material

Page — specific location of ~~material~~ desired

Another resource that can assist those organizing career materials is the **Vocational Skills Training Directory**, published by:

New Vocations Project
2314 Elliot Avenue South
Minneapolis, Minnesota 55404

Cost: $1.50 per directory

The purpose of the directory is to help students and staff become better acquainted with the training possibilities available in the Saint Paul-Minneapolis Metropolitan area and how to develop a Vocational Skills Training Directory for your area. The directory covers:

1. How to use the directory
2. Making your own skills directory
3. Being yourself at school
4. Directory of Vocational skills training programs
5. Evaluating Vocational Skills Training Programs
6. Making your own Evaluation
7. Apprenticeship programs
8. Credentials in your terms

What Can Career Management Tasks Do For You?

Career Management Tasks, previously referred to by educators as objectives, can provide us with a sense of direction or a foundation upon which to build a successful career program. In other words:

1. **What is the student to learn?**
2. **How will we teach it?**
3. **How will we know the student learned it?**

These successive steps provide us with a learning process (accountability model) to access the effectiveness of our efforts. The diagram below graphically demonstrates the Learning Stages for each Career Management Task.

Learning Stages For
Career Management Tasks

→Student Objectives →Educational Objectives →Performance Criterion
(Needs Assessment) (Individualized Learning Activity) (Outcome Evaluation)
Recycle ←

The following statements describe how this process can be operationalized.

Student Objectives

The student will have interest in the future and engage in preparation of his role in it.

Educational Objective

The student will formulate a realistic if tentative post-high school plan.

Performance Criterion

The student when asked, will describe the steps necessary to implement his/her plan.

Greater specificity in writing objectives can be gained by adhering to the procedures listed below:

1. State the objective in terms of the results to be achieved.
2. List the activities designed to accomplish the results.
3. Name the personnel responsible for learning activity.
4. Establish a time table for the learning activity.
5. State the method to be used to collect evidence to evaluate the degree of success achieved.

Using this process will help facilitate gaining maximum benefit from the Career Management Tasks below.

The following list of Career Management Tasks were obtained from Tennyson's, Klauren's and Hansen's "The Career Management Program." The tasks are developed at both the junior and senior high school level and are structured in a sequence of management tasks, performance objectives and educational objectives. They were selected because of their comprehensiveness and utility. Each of the educational objectives (career skill tasks) provides a specific learning activity that can be selected as the focus of study within a Career Activity Package.

Junior High Level

MT#J1 - Clarification of a Self Concept

PO#1 Describes the relevance of his/her aptitudes and abilities for broad occupational areas.

- EO#1 Identifies his/her abilities and lists occupations in which they could be utilized.
- EO#2 Selects broad occupational areas and identifies abilities required in each area.
- EO#3 Describes how several of his/her abilities could be utilized in an occupation.
- EO#4 Describes how he/she could develop his/her aptitudes for use in several occupations.

PO#2 Describes his/her own values as they relate to occupations, work situations and personal work behavior.

- EO#1 Lists values which are congruent and incongruent with his/her preferred occupations.
- EO#2 Describes how his/her social roles are influenced by the work he/she does and how well he/she does it.
- EO#3 Identifies his/her personal values by participating in activities which make him/her aware of themselves.

PO#3 Demonstrates sensitivity to the needs of co-workers and supervisors and describes how he/she is a significant person in the satisfaction of these needs.

- EO#1 Describes ways in which his/her behavior at school and at home affects his/her immediate family.
- EO#2 Identifies requirements of students and teachers in several situations and describes how he/she meets those requirements.
- EO#3 Identifies ways in which his/her behavior in a preferred occupation could help their co-workers and supervisors, and ways in which it could hinder them.

PO#4 Predicts and gives supporting evidence for the likelihood of his/her achieving their occupational goals.
- EO#1 Describes physical, mental, social and financial requirements for reaching his/her occupational goals.
- EO#2 Identifies self-characteristics which may help or hinder achievement of his/her occupational goals.

MT#J2 - Assumption of Responsibility for Career Planning

PO#1 Describes how his/her management of personal resources (talents, time, money) affects his way of life and achievement of life goals.
- EO#1 Identifies his/her actual and potential personal resources.
- EO#2 Describes his/her present life goals and relates his/her personal resources to these goals.
- EO#3 Identifies several different ways of managing his/her personal resources which may lead to achievement of his/her life goals.

PO#2 Demonstrate a commitment to the idea that he/she should have a plan for his/her educational-vocational life.
- EO#1 Identifies various sources of educational-vocational information and describes their relevance for his/her life.
- EO#2 Formulates a tentative plan for his/her educational vocational life based upon sound information and selective use of resources.

PO#3 Plans his/her current school experience so that it fits into the pursuit of his/her occupational goals.
- EO#1 Identifies academic courses whose completion may aid in the achievement of his/her occupational goals.
- EO#2 Describes how his/her behavior in both academic and non-academic aspects of their school experience can affect achievement of their occupational goals.

MT#J3 - Formulation of Tentative Career Goals

PO#1 Identifies personal needs and sources of satisfaction which he/she should consider in planning his/her career.
- EO#1 Describes the relevance of his/her interests for broad occupational areas.
- EO#2 Identifies those factors which will be significant for a person in the selection of a career.

PO#2 Formulates a tentative educational and training plan to prepare a person for a given occupational field or preferred vocation.
- EO#1 Identifies an occupational field or preferred vocation and delineates steps necessary for entrance to that field or vocation.
- EO#2 Identifies and seeks information about alternative occupations for which training, experience and interest requirements are sufficiently similar to those of preferred occupations that they may serve as alternative career possibilities.

MT#J4 - Acquiring Knowledge of Occupations, Work Settings and Life Styles

PO#1 Increase the range of occupations of which he/she has knowledge and examines their functions and requirements.
- EO#1 Makes occupational observations in various work settings as an essential part of his/her introduction and exploration into the work culture.
- EO#2 Identifies the multicplicity of interests that may be satisfied in two or more broad occupational areas.

PO#2 Gathers information concerning the factors necessary for success on a job.
- EO#1 Debates the benefits of conforming behavior as opposed to individual initiative within the work organization.
- EO#2 Identifies various sources of information on job success and describes how he/she utilize them.
- EO#3 Identifies social, political, economic and educational factors which may affect success in his/her preferred occupations.

PO#3 Describes those factors beyond his/her control which operate within the modern work world to stimulate or retard vocational opportunities.
- EO#1 Identifies events of international significance which affect vocational opportunities (wars, Sputnik, depressions).
- EO#2 Describes the extent to which business and unions operate either on the basis of private interest or social responsibility.

MT#J5 - Acquiring Knowledge of Educational and Vocational Resources

PO#1 Identifies and utilizes those resource available for gathering information about occupational characteristics.
- EO#1 Describes resources available to him/her within the school for occupational information.
- EO#2 Lists community resources for occupational information and describes how he/she can utilize them.

PO#2 Identifies and utilizes appropriate criteria for evaluating occupational information.
- EO#1 Describes occupational resources available to him/her in terms of their accuracy, recency and completeness.
- EO#2 Identifies factors which may contribute to misinformation about occupations (occupational stereotypes, societal status rankings, incomplete research, outdated facts).

MT#J6 - Awareness of the Decision-Making Process

PO#1 Describes his/her current life context as it relates to his/her vocational decisions.
- EO#1 Constructs a definition of a value and describes the valuing process.

- EO#2 Identifies personal values, personal and family aspirations and family background factors which may influence his/her vocational decisions.
- EO#3 Identifies the vocational and educational options available to him/her and describes their feasibility.
- EO#4 Projects those factors which may inhibit or deter his/her educational or vocational progress.

PO#2 Describes how the expectations of others affect his/her career plans.
- EO#1 Identifies significant others in his/her life and lists expectations they have of them.
- EO#2 Describes how his/her present behavior is affected by the expectations of others.
- EO#3 Identifies ways in which his/her career behavior affects the lives of those around them (parents, spouse, etc.).

PO#3 Projects decisions he/she will face in the future and describes means of facing them.
- EO#1 Identities decisions he/she must make prior to entering an occupation and lists options available to them.
- EO#2 Identifies several ethical questions which confront workers in his/her preferred occupation(s) and describes the ways in which these people have formed acceptable solutions.

MT#J7 - Acquiring a Sense of Independence

PO#1 Identifies those characteristics which make him/her a unique individual.
- EO#1 Describes a persons physical, mental and social abilities and aptitudes.
- EO#2 Identifies a wide range of social organizations and describes their own potential as a contributing member of each.

PO#2 Selects from the advice given by significant others that which he/she can utilize in planning their career.
- EO#1 Identifies factors which affect the advice given by others (their own needs, misinformation).
- EO#2 Describes similarities and differences between his/her needs and abilities and the needs and abilities of those giving them advice.

PO#3 Demonstrates an ability to evaluate and cope with varying expectations so that he/she may satisfactorily perform in a given work situation.
- EO#1 Describes the motivations of supervisors and coworkers in the work environment who may hold varying expectations regarding his/her present work performance.
- EO#2 Ranks varying expectations according to their importance in successful completion of the work task and according to their importance in making the work situation a pleasant one.

Senior High Level

MT#SE - Reality Testing of a Self Concept

PO#1 Describes his/her own abilities, aptitudes and other personal resources in relation to the requirements for preferred occupations.
- EO#1 Identifies both actual and potential personal.
- EO#2 Describes the physical, mental, social, economic and educational requirements of his/her preferred occupations.

PO#2 Describes the social roles and social demands he/she must fulfill for successful performance in their preferred occupation(s).
- EO#1 Identifies the value he/she places on personal endeavor and achievement compared to societal values.
- EO#2 Describes the roles of various workers in his/her preferred occupation(s) noting the similarities and differences in how they perform and how successful they are.

PO#3 Demonstrates success in coping with new social and work roles.
- EO#1 Copes with authority exercised by others in ways which lead to effective realization of his own personal goals.
- EO#2 Handles his/her own position of authority in the work environment in ways which lead to effective realization of personal goals and development of others.

MT#S2 - Awareness of Preferred Life Styles

PO#1 Makes explicit his/her life style needs and priorities at this point in time.
- EO#1 Describes how self characteristics relate to the responsibilities and tasks of his preferred occupation(s).
- EO#2 Identifies life style needs which may be in conflict with the demands of his preferred occupation(s) and assigns them a priority ranking.

PO#2 Describes the ways in which his/her career choice may affect his/her future life style.
- EO#1 Describes life styles and ways of living associated with a few occupations in the broad occupational area or areas of his/her choice.
- EO#2 Describes how different occupations and work settings vary in the degree of personal freedom to define one's role and activities.
- EO#3 Explains how a vocation may contribute to a balanced and productive life.

MT#S3 - Reformulation of Tentative Goals

PO#1 Studies and projects a career plan that will enable him/her to pursue an occupation which will fulfill the personal needs and values they consider most important.

EO#1 Describes how the image he/she holds of his/her preferred occupation relates to information he/she receives through occupational literature and real contacts with workers.

EO#2 Seeks information about the way his/her preferred occupation(s) may affect their life style.

PO#2 Describes how his/her preferred occupation can be a source of satisfaction and human expression of self.

EO#1 Describes the ways in which his/her preferred work contributes to the welfare of society.

EO#2 Identifies personal qualities which can be developed and expressed through his/her work.

MT#S4 - Increasing Knowledge of and Experience in Occupations and Work Settings

PO#1 Describes the interdependency of all workers and work talents in contributing to the well-being of the community.

EO#1 Describes the roles required of workers in various occupations and assesses the compromises involved in performing these roles.

EO#2 Investigates and discusses the ways in which management, labor and government interact to influence work life.

EO#3 Demonstrates the ability to depend on others and to be depended upon in the work environment.

PO#2 Describes work as a principal instrument for coping with and changing his/her own environment.

EO#1 Describes changes within the modern work society which have affected the traditional division of labor by sex.

EO#2 Describes how he/she can work for social change within their preferred occupation(s).

EO#3 Identifies outcomes of his/her work which assist them in coping with their environment.

PO#3 Selects potential employers and locates suitable job opportunities.

EO#1 Describes the roles required of workers in his/her preferred occupation(s) and identifies compromises they would have to make to fulfill those roles.

EO#2 Elicits information about what persons with experience and training in his/her preferred occupation(s) are receiving as compensation.

MT#S5 — Acquiring Knowledge of Educational and Vocational Paths

PO#1 Describes the quality of education, job training, or work experience necessary in preparation for a preferred occupation.

EO#1 Seeks information concerning the content and requirements of educational and training courses that may facilitate occupational goals.

EO#2 Identifies sources of financial aid for further education or training and the requirements or restrictions of specific assistance.

EO#3 Interprets census and occupational outlook data and draws conclusions about employment trends in various occupations.

EO#4 Identifies the various job ladder or career progression possibilities of a few jobs in several broad occupational areas.

PO#2 Seeks information about what skills are needed to get a job.

EO#1 Identifies skills necessary for success in preferred occupation(s).

EO#2 Identifies and practices appropriate behavior for an employment interview.

EO#3 Identifies information that should be included in a resume and/or application form.

MT#S6 — Clarification of the Decision-Making Process as Related to Self

PO#1 Projects and describes the factors which may influence his/her career decisions.

EO#1 Compares immediate rewards with long term rewards in several occupations.

EO#2 Describes potential economic opportunities in relation to personal satisfactions in considering different occupations.

PO#2 Accepts responsibility for making occupational choices and moving towards occupational goals.

EO#1 Predicts the effect his/her career decisions may have upon significant others.

EO#2 Identifies the personal compromises he/she may have to make in order to attain his/her preferred occupational gains.

MT#S7 — Commitment with Tenativeness Within a Changing World

PO#1 Identifies the changing meanings of work over time and between cultures.

EO#1 Examines social and economic trends for their potential effect upon broad occupational fields and upon opportunities within preferred occupations.

EO#2 Describes how a person's career may be a means to effect social change.

PO#2 Makes career plans which take into account the fact that technology and automation influence change and may create the need for transferable skills.

EO#1 Describes the extent to which technological change may affect the employment opportunities and role requirements of preferred occupation(s).

EO#2 Identifies skills or knowledge utilized in the preferred occupation(s) which may transfer to another occupation.

Two additional resources that provide an excellent developmental structure of career objectives are found in the California Personnel and Guidance Association Monograph Number 5 — **Career Development: A California Model for Career Guidance Curriculum K — Adult** and **The Career Survival Skills Kit** published by Charles E. Merrill Publishing Company, A Bell and Howell Company, Columbus, Ohio 43216.

How Do You Develop And Use Career Activity Packages (C.A.P.s)?

The Career Activity Package (C.A.P.) format is designed to provide a method of organizing student instruction. It provides both structured format and flexibility that can be utilized to adapt to individual student needs. When properly programmed for use by the teacher, it becomes a self instruction module.

Each C.A.P. is organized into four sections. The following provides a brief explanation of the purpose of each section:

Section I — identifies the student who will use the C.A.P., the date the student started and completed the C.A.P., the career development level of the student and the specific task to be learned.

Section 2 — provides the student with information that will aid him/her in learning the career skills task.

Section 3 — organizes the students learning by providing the sequential steps necessary to complete the task, including appropriate resources. The step completed column provides the student with self reinforcement and an orderly method of pacing his learning.
Section 4 — reviews the student's work by identifying problem areas and the student's next step. This process provides both the student and teacher with an effective means of evaluating and directing the student's learning.

C.A.P. #__________

NAME____________________ DATE STARTED__________ DATE COMPLETED__________

Career Level: (Circle appropriate level) Orientation — Exploration — Planning — Job Preparation

Career Skills Tasks:____________________

Note To Student:____________________

Step Completed	Learning Steps	Resources

Check Yourself

1. Did I complete the Learning Steps?__________
2. These are the difficulties I had:__________
3. What do I need to do next?__________

C.A.P. #________

NAME Bill Anderson DATE STARTED 4/1/75 DATE COMPLETED ______

Career Level: (Circle appropriate level) [✓ Orientation] — Exploration — Planning — Job Preparation

Career Skills Tasks: The student will state the fifteen career clusters and give an example of occupations that are in each cluster.

Note To Student: The career cluster system is used to describe and organize many common occupations in the world of work. There are 15 clusters with many occupations listed within each cluster.

Step Completed	Learning Steps	Resources
√	View sound-filmstrip	Career Clusters and the World of Work
√	Complete a Telescopic Look at Careers	A Telescopic Look at Careers #5 career sheet

Check Yourself

1. Did I complete the Learning Steps? Yes
2. These are the difficulties I had: It was hard to remember all of the clusters
3. What do I need to do next? I need to explore occupations in the health and personal services clusters.

In developing the Career Activity Package concept it is helpful to prepare a teacher guide sheet to accompany each C.A.P. A suggested format for the guides would include:

1. Name and number of C.A.P.
2. Program Goal
3. Outline of developmental learning process
   - student objective — needs assessment
   - educational objective — learning activity
   - performance criterion — evaluation
4. Teacher notes
   Special suggestions relate to this specific C.A.P.

Suggested Topics For Career Activity Packages

The list of career topics below are provided to stimulate your thinking and encourage the development of Career Activity Packages.

Career Topics

1. Where To Look For A Job
2. How To Get A Job
3. Choosing A College
4. Preparing For A Job Interview
5. How To Read Want Adds
6. The First Few Days On The Job
7. What You Need To Know To Fillout An Application Form and Personal Data Sheet
8. How To Make A Good Impression
9. Unions and Employee Associations
10. Student Essay About Themselves and the World of Work
11. Writing A Letter of Application and Resumé
12. Making A Career Tree
13. Using Your Abilities On A Job
14. Using Your Interests On A Job
15. Exploring Occupations In The World of Work
16. Exploring Occupations: An In-Depth Study
17. Goal Setting
18. Job Satisfaction: What Workers Need
19. Life Styles of Workers
20. Developing Your Career Self-Concept

The development of Career Activity Packages from the Career Topic List can be significantly aided through the use of the following Career Resource Guides. Each of these references have materials that will assist C.A.P. developers.

Career Exploration: A Guide For Teachers
Oklahoma State Department of Education
Vocational and Technical Division

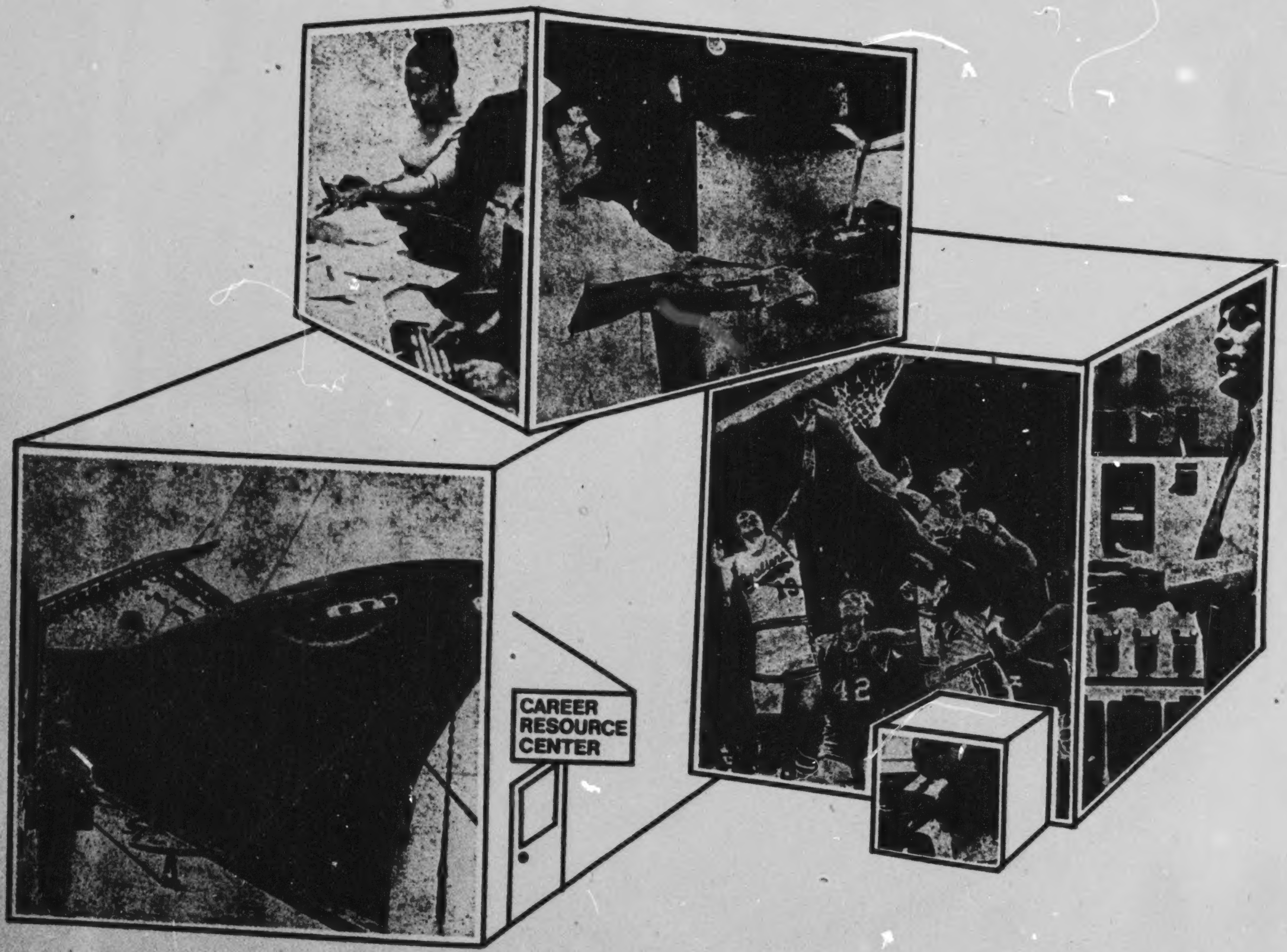
Introduction To Careers
Missoula County Schools
Missoula, Montana 59801

Resources For Career Development
Indiana Career Resource Center
1205 S. Greenlawn Avenue
South Bend, Indiana 46615

Tentative Basic Course Outline For Occupational Investigation — C.U.A.E.
Department of Secondary and Higher Education
East Texas State University
Commerce, Texas 75428

THE CAREER RESOURCE CENTER:

materials and resources for its implementation


CAREER
RESOURCE
CENTER

75

COMMERCIAL PRODUCT DESCRIPTIONS

The products described in this section have been found to be useful in the development of a Career Resource Center, but should not be considered to be the only materials that can successfully stock a center. They provide a good cross-section of career materials, demonstrating both diversity of media format and subject content. In selecting the material, concern was given to identifying those commercially developed programs that could be used for individualized instruction, small group instruction and general classroom use.

Realizing that maintaining a center is equally as important as implementing one, it is suggested that a current file of catalogs, listing commercial materials be kept up-to-date to aid in the study, selection and purchase of other materials when funds become available. Your efforts to expand the resources in your center, can be rewarded by continually evaluating material and having a priority list of future materials to be purchased, ready in the event of the availability of new funds. Getting your name on the mailing list of:

Occupational Education News
One Fawcett Place
Greenwich, Connecticut 06830

Curriculum Product Review
McGraw-Hill Publications
Suite 1100
230 W. Monroe
Chicago, Illinois 60606

(Subscription $5.50)

is an essential first step in keeping aware of new career materials. Another safeguard to obtaining materials of highest quality is always ordering materials on approval. This means that you are given a time period, usually 30 days, to inspect the materials before you decide to keep them. Utilizing this method sometimes requires some extra clerical work and mailing, but is well worth the effort in assuring the acquisition of materials of proven excellence.

A recent state publication, **Career Development Resource Guide,** authored by Ken Held, provides a comprehensive review of career resource materials. Utilizing this guide will save you considerable time in identifying appropriate career resources. The guide is available from the Pupil Personnel Service Section of the Minnesota Department of Education or the Department of Documents.

The commercially produced references below will aid those seeking various audio-visual resources:

AV Quick-List
Career Education
The Baker and Taylor Co.
Audio Visual Services Division
P.O. Box 230
Memence, Il.

Career Development Resources: A Guide to Audio Visual and Printed Materials
Wodworth Publishing Company, Inc.
Belmont, California 94002

Career Guidance Films
American Personnel and Guidance Association
1607 New Hampshire Avenue NW
Washington, D.C. 20009

Note: All prices listed in this section are provided to establish an estimated cost for materials listed. They are all subject to change at any time by each commercial vender.

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Books

Title: **Career Data Book and Student's Booklet Accompany the Career Data Book**

Manufacturer: American Institutes for Research

Distributor: American Institutes for Research
Publications
P.O. Box 1113
Palo Alto, California 94302

Date:

Cost: Career Data Book $5.50
Students Booklet (25) $3.00

Grade Level: 10-12

Description of Media: Book and Booklet

Description of Material:

The Career Data Book summarizes periodic results of Project Talent, a twenty-year longitudinal study of American youth, relating their aptitudes, interests and education to their occupational choices. It provides the high school student and guidance counselor with a large amount of objective data on just what types of students actually go into different occupations. The relations between test scores in high school and occupations five years after high school are provided for comparative study. By using the profiles in this book, in conjunction with the counselor's profile of the individual student, the guidance counselor will be able to tell the student the extent to which he matches the typical members of an occupation, or group of occupations. Students can use this information to develop their career plans.

The listing below indicates the occupational grouping pattern used to organize occupations in **The Career Data Book.**

1. Engineering, Physical Science, Mathematics and Architecture
2. Medical and Biological Science
3. Business Administration
4. General Teaching and Social Service
5. Humanities Law, Social and Behavioral Sciences
6. Fine Arts, Performing Arts
7. Technical Jobs
8. Proprietors, Sales
9. Mechanics, Industrial Trades
10. Construction Trades
11. Secretarial — Clerical, Office Workers
12. General Labor, Community and Public Service

Title: **Career Opportunities for Technicians and Specialists (5 volumes)**

Manufacturer: Doubleday and Company, Inc.

Distributor: J. G. Ferguson Publishing Co.
6 North Michigan Avenue
Chicago, Illinois 60602

Date: 1974

Cost: $35.80

Grade Level: 7 — Adult

Description of Media: Books

Description of Materials:

The Five Volumes, AGRICULTURAL, FORESTRY, AND OCEANOGRAPHIC TECHNICIANS; COMMUNITY SERVICE AND RELATED SPECIALISTS; ENGINEERING TECHNICIANS; HEALTH TECHNICIANS; MARKETING, BUSINESS AND OFFICE SPECIALISTS.

This new series answers all the questions your students ask . . . What kind of a job can I get? Is this kind of work right for me? Where can I go to college? Junior college? Community college? Technical institute? What should I take in high school . . . What courses will I take after high school? What kind of beginning job will I get, and how do I get it? How much will I make? What are my chances of getting ahead? Will my job be obsolete in five years?

Title: **Deciding**

Manufacturer: College Entrance Examination Board

Distributor: College Entrance Examination Board
Publications Order Office
Box 592
Princeton, New Jersey 08540

Date: 1972

Cost: Student Booklet — $2.50 20% discount over 100
Leader Guide — $2.00 30% discount over 1,000

Grade Level: 7 - 9

Description of Media: Booklet, 45 pages

Description of Materials:

DECIDING, a course of study to teach students how to make decisions, and its companion publication, DECIDING: A LEADER'S GUIDE, represent a new and innovative attempt by the College Entrance Examination Board to assist students in making well-informed and well-considered decisions about themselves, their education, and their future.

Designed for students in junior and senior high schools, program is a course of study in development of decision-making skills that can serve as a basis for a school-wide decision, making curriculum, as a major component in the guidance program, or as part of the subject areas such as English, Social Studies and Health Education.

Title: **Decisions and Outcomes**

Manufacturer: College Entrance Examination Board

Distributor: College Entrance Examination Board
Publications Order Office
Box 592
Princeton, New Jersey 08540

Date: 1973

Cost: Student Booklet — $2.50 20% discount over 100
Leader Guide — $2.00 30% discount over 1,000

Grade Level: 10 - 12

Description of Media: Booklet, 48 pages

Description of Material:

Decisions and Outcomes is a new decision making curriculum intended to help older high school students, college students and adults, who are faced with personal, educational or career decisions. The book and its companion publication, **Decisions and Outcomes,** A Leader's Guide, present a course of study in the development and application of decision making skills. The book can serve as a framework for a course in decision-making, as a major component in guidance and counseling programs, or as part of subject areas such as English, history, human relations, drug education, and health education. The materials are especially appropriate for use in group settings, including classrooms, college orientation programs, and small counseling situations.

Throughout the book, special emphasis is placed on the three main elements of decision-making information, strategy, and values and the importance of understanding and learning to use each of these three skillfully to gain increased freedom and control in one's life. More specifically, the book helps participants to gather and evaluate information, clarify and explore their values, examine their risk-taking tendencies, set short, and long-range goals, and figure out strategies for making decisions.

Title: **The Encyclopedia of Careers and Vocational Guidance**

Manufacturer: Doubleday and Company, Inc.

Distributor: J. G. Ferguson Publishing Co.
6 North Michigan Avenue
Chicago, Illinois 60602

Date: 1972

Cost: $26.95

Grade Level: 7 - Adult

Description of Media: Books

Description of Materials:

Two volumes: (1) Planning Your Future; (2) Careers and Occupations
The Encyclopedia of Careers and Vocational Guidance is designed to be used by junior and senior high students, their parents, and school counselors who have need for both general and specific career information and for suggested approaches to educational and career planning. It is equally appropriate for counselors and clients in other settings which provide vocational guidance services.

Title: **Handbook of Job Facts**

Manufacturer: Science Research Associates
259 East Eric Street
Chicago, Illinois 60611

Distributor: Science Research Associates
Stanley L. Hansen
15508 Robinwood Drive
Minnetonka, MN 55434

Date: 1972

Cost: $5.60

Grade Level: 9 - 12

Description of Media: Hardbound Book, 134 pages

Description of Materials:

Facts in chart form about duties, education, training and qualifications, advancement, earnings, and outlook for 300 key jobs. Indexed to S.R.A. Work Briefs, Occupational Briefs, and Career Information Kit for in-depth exploration.

Title: **Hello World**

Manufacturer: Field Enterprises, Inc.
2400 Hanover Street
Palo Alto, California 94304

Distributor: Field Educational Publications, Inc.
902 South Westwood Avenue
Addison, Illinois 60101

Date: 1973

Cost: $21.00 per set $.98 for program guide

Grade Level: 7 - 12

Description of Media: Books

Description of Materials:

The program consists of 9 books and a program guide. The books focus on the high-priority occupational areas of the 1980's. The 9 areas covered are: Public Services, Transportation, Communications, Health Services, Environmental Control, Business Services, Technical Services, Food and Lodging Services, and Marketing. Each book contains a variety of jobs as well as the job trends. Each job within the cluster has a personal interview with a young person now in the specific occupation.

Title: **Job Family Series Booklets**

5 - 600

Manufacturer: Science Research Associates

Distributor: Science Research Associates
Stanley L. Hansen
15508 Robinwood Drive
Minnetonka, Minnesota 55434

Date: 1970

Cost: $22.65

Grade Level: 9 - 12

Description of Media: 48 page Booklets

Description of Materials:

Booklets group jobs by common factors such as interest and skill to help broaden students' occupational considerations. Informative, easy-to-grasp description of work situations from interviews with workers and observation. Wide range of jobs covered at all educational levels. Excellent resource material.

Titles are: Jobs In:

Agriculture
Art
Building Construction Trades
Clerical Work
Education
Electronic Data Processing
Engineering
Health
Mathematics
Mechanical Work
Outdoor Work
Performing Arts
Professional Home Economics
Psychology
Publishing
Science
Selling
Social Work
Technical Work
Unusual Occupations

Title: **Job Scene Career Booklet**

Manufacturer: I P D Publishing Company, Inc.

Distributor: I P D Publishing Company, Inc.
461 Park Avenue South
New York, New York 10016

Date: 1971

Cost: 999 or under $.08 each
Reduced price for larger quantities
Desk-Top Display with 220 Booklets
$23.00

Grade Level: 7 - 12

Description of Media: Comic Book

Description of Materials:

Job Scene Booklets are a series of twenty-two high-impact, visual pamphlets that squarely answer minority students' questions about the jobs where they can most likely find success. These booklets are especially valuable for youngsters who don't know exactly where they would be successful. Each pamphlet in this series describes one occupation. It gives the reader a "feel" for the type of work, tells him what kind of skills he'll need, and where he can get them. Also, tells him what kind of future each job holds. These booklets give disadvantaged youngsters the sense that they are personally responsible for what happens to them . . . stress the potency and masculinity of work rather than street life . . . set young people's feet on the right track, clearly showing them how to make progress . . . picture the possibility of a bright future. Ideal for those who are unsure of what they want to do. Each booklet is printed in four colors, contains eight pages, and measures 5" x 7". Booklets include following titles:

Careers in:

Apparel
Motor Transportation
Public Utility
Fabricated Plastics
Office Machine Cares.
Hotel and Restaurant

A Drafting Career
Welding
Clerical Work
Retail Sales Work
Furniture Making as a Career
Auto Mechanic
Dairy Products
Health Work
Machine Shop Work
The Food Field

Title: **Occupational Awareness Mini-briefs**

Manufacturer: Occupational Awareness

Distributor: Occupational Awareness
Box 5098
Los Angeles, California 90055

Date: 1972

Cost: Sample costs listed below

Grade Level: 7 - Adult

Description of Media: Printed Material

Description of Materials:

The **mini-brief** is designed to give the student a complete, informative exposure to basic aspects of the occupation. Each brief also provides the student with a listing of related occupations for easier entrance, advancement, and mobility. The **mini-brief** quickly gives the student an idea of amount and kind of training, financial rewards and competition in employment. Those students interested in the occupation will find pertinent information for further self assessment.

The Occupational Awareness program is particularly adaptable to the junior high school program, in both coverage of the occupational scene and in economy. The structure of junior high classes into basic survey subjects requires only the purchase of the packets in the major subject areas:

Social Studies	$46.40
Agriculture	23.00
Art	17.60
Business	38.70
English	21.65
Foreign Language	9.50
Home Economics	30.65
Math	54.05
Music	12.20
Physical Education	13.55
Science	45.50
Industrial Education	64.40

Title: **Occupational Outlook Handbook**

Manufacturer: U. S. Department of Labor
Bureau of Labor Statistics

Distributor: U. S. Department of Labor
Bureau of Labor Statistics
Washington, D. C.

Date: 1974 - 75

Cost: $6.25

Grade Level: 7 - Adult

Description of Media: Book

Description of Materials:

The Handbook starts with three introductory chapters designed to help counselors and students make effective use of the book and to give them a general view of the world of work.

The reports on different fields of work make up the main body of the book. The seven major divisions of the book are: professional and related occupations; managerial occupations; clerical and related occupations; sales occupations; service occupations; skilled and other manual occupations; and some major industries and their occupations. Within each of these major divisions, occupations are grouped into related fields. The introductory statement for each major industry group provides information on occupational trends in the industry.

Title: **Popeye Career Comic Books**

Manufacturer: King Features Syndicate, Inc.

Distributor: King Features
235 East 45th Street
New York, New York 10017

Date: 1972

Cost:
1 to 25 copies = 25¢ each
25 to 99 copies = 20¢ each
100 to 499 copies = 18¢ each
500 to 999 copies = 15¢ each
1,000 to 4,999 copies = 13¢ each
5,000 to 9,999 copies = 11¢ each
10,000 and up = special quote

Grade: Level 7 - 12

Description of Media: Comic Book

Description of Materials:

A series of 15 highly motivational Popeye comic books organized around the U.S.O.E. career clusters. Especially useful with reading and motivational difficulties.

Title: **Vocational Biographies**
Manufacturer: Vocational Biographies
Distributor: Vocational Biographies
Box 146
Sauk Centre, Minnesota 56378
Date: Yearly publications since series A, 1970 - 71
Cost: $54.90 current year
$46.50 past year
Grade Level: 9 - 12
Description of Media: Series of 7 bound volumes of Vocational Biographical Briefs, each volume containing 25 Briefs.

Description of Materials:

25 New Career biographies each month
100 Colorful pages written in biographical style each month
150 New biographies each year
Spiral wire bound for magazine browsing
4 page format for —
— Vertical filing by D.O.T. code or title
— Individual use in classroom career projects
Available in 7 volume series or by subscription.

Title: **Why Am I Afraid To Tell You Who I Am?**
Manufacturer: Argus Communications
Distributor: Argus Communications
7440 Natches Avenue
Niles, Illinois
Date: 1969
Cost: $1.95 Book
Filmstrip, cassette, teacher's guide — $55.00
Grade Level: 10 - 12
Description of Media: 1 book, 1 filmstrip, 1 cassette, and 1 teacher's guide

Description of Materials:

This book provides insights on self-awareness, growth, and communication written for the general public. It discusses:

1. Understanding the Human Condition
2. Growing as a Person
3. Interpersonal Relationships
4. Dealing with our Emotions
5. Human Hiding Places: Methods of Ego Defense
6. Catalog of Games and Roles

The central theme of the book deals with the concept of self-disclosure "to tell you who I am".

The author feels this concept is the basis of personal growth and human understanding.

Title: **You and Your Job**
Manufacturer: Doubleday and Company, Inc.
Distributor: J. G. Ferguson Publishing Co.
6 North Michigan Avenue
Chicago, Illinois 60602
Date: 1969
Cost: $5.95
Grade Level: 7 - Adult
Description of Media: Pamphlets

Description of Materials:

This series consists of five pocket-sized pamphlets of information and resource materials for the student.

You and Your Job: What is it? This illustrated pamphlet (33 pp.) provides information to the reader about jobs — "What are they?" The pamphlet gives information to answer questions such as "How do these changes affect me? Where do I go for information? What skills do I have and what skills do I need?

You and Your Job: Where is it? This illustrated pamphlet (29 pp.) starts the reader on the trail toward locating a job. "Where do I start looking for a job? What should I do if I find a job opening I like? How do I present my qualifications to an employer? What are sources for finding a job?"

You and Your Job: How to Get It? This illustrated pamphlet (57 pp.) discusses how to get a job: How to get organized, how to apply for a job, how to dress for a job interview, how to present experiences to a prospective employer, and how to follow-up on a job interview.
You and Your Job: How to Keep It? This illustrated pamphlet (36 pp.) gives the reader some helpful hints on keeping his job. "Be at the job on time and ready to go to work. Keep your cool. Ask questions. Keep trying. Realize that you can learn from everyone. Getting along with people is important not only with your supervisor but fellow workers as well."
You and Your Job: Where Do You Go From Here? This illustrated pamphlet (26 pp.) encourages the job holder to maintain his level of performance and to look for ways of improving his performance on the job or through further training of education.

Files

Product Title:	**Career Desk-Top Kits**
Manufacturer:	Careers, Inc., P.O. Box 135 Largo, Florida 33540
Distributor:	Houghton Mifflin Company 1900 South Batavia Avenue Geneva, Illinois 60134
Date:	1965 up-dated each year regular service
Cost:	$135.00
Grade Level:	7 - Adult
Description of Media:	Desk-Top Career Kit (Senior High)

Description of Contents:

Kit includes metal file, Tab cards, and guidance materials. A wealth of career materials available at your fingertips. The briefs are thumbnail sketches for students to use in reviewing or exploring career opportunities. 6" high, 9" wide, 19" long, weight 26 pounds

D.O.T. classification

Up-dating service available

Can be easily moved from room to room

Other kits available: Desk-Top Junior High Kit, $123.00; Semi-Skilled Careers Kit, $45.00; Industrial Careers Kit (Skilled and Technical), $45.00; Business Careers Kit, $37.20; Science (and Engineering) Careers Kit, $37.20; Health Careers Kit, $37.20; Career Exploratory Kit, $81.00; Professional Careers Kit, $81.00

Product Title:	**Occupational Information**
Manufacturer:	Chronicle Guidance Publications Moravia, NY 13118
Distributor:	Chronicle Guidance Publications, Inc. Moravia, NY 13118
Date:	Up-dated each year
Cost:	$338.00
Grade Level:	7- -Adult
Description of Media:	File (Literature)

Description of Contents:

File or Occupational Briefs
Over 450 Occupational Briefs
Precoded Manila Folders
D.O.T. filing system
Tudor File, Mobile, Lock-top

Product Title:	**Rainbow Vocational File**
Manufacturer:	Orvis Anderson
Distributor:	Orvis Anderson Box 506 Montevideo, Minnesota
Date:	1972
Cost:	$60.00
Grade Level:	7 - 12
Description of Media:	A file consisting of 12 categories of 4" x 6" career information cards.

Description of Contents:

The Rainbow Vocational File was developed to help individuals who want to do more than just get a job. It is a very handy grouping of information to use as you consider your potential and search for vocations that are challenging and satisfying. The items below help you understand the Rainbow Vocational File. This file, if properly used, can be a valuable and time saving instrument as you explore your career opportunities.

1. You know that school subject (or subjects) which is most interesting for you to study. It would be logical to expect your interest to carry over so that you would find vocations which use (or are related to) your favorite school subject to be enjoyable also.

2. Usually, but not always, you do your best work and show your highest skill in this most interesting subject. If this is true of you, that subject would be the one to consider most. If not, you have two approaches to investigate in relation to vocational choices — your most interesting subject (or subjects) and your highest skill subject (or subjects).

Films

Title: **"Bob and Caren and Ted and Janice"**

Manufacturer: Data Films

Distributor:
Data Films
2625 Temple Street
Los Angeles, California 90026

Date: 1973

Cost:

Grade Level: 7 - 12

Description of Media: Film, color, drama format, 25 minutes

Description of Material:

Directed at teenagers in their own contemporary format and peer group. A first film introduction to the vocational aspect of career education. It shows how a saleable skill need not be an alternative to college, but support for it.

Title: **Career Films, Series**

Manufacturer:
Counselor Films, Inc.
1422 Chestnut Street
Philadelphia, PA 19102

Distributor:
Minnesota Instructional Materials Center
3300 Century Avenue N.
White Bear Lake, MN 55110
Phone 770-3943 or 800-652-9024

Date:

Cost: Free loan

Grade Level: 7 - Adult

Description of Media: Career Films

Description of Material:

Thirteen films including such areas as: health services, sales, government, radio-TV, finance, electronics and management.

Title: **Career Films, Series**

Manufacturer:

Distributor:
Exploring Program
393 Marshall Avenue
St. Paul, MN 55102
Adam Doty 224-1891

Date:

Cost: Free loan

Grade Level: 7 - Adult

Description of Media: Films

Description of Material:

These films are designed to be in conjunction with a pre-showing occupational discussion, and put a post-showing discussion activity period. Films available are:

Careers as a Technician
Careers in Health Services
Sales
Service Industries
Machining
Radio T.V.
Government
Motel/Hotel Business
Real Estate
Insurance
Electronics
Clerical Work
Management
Performing Arts
Law
Teaching
Engineering

Title: **"Decisions, Decisions!"**

Manufacturer: Jerry Collner Productions

Distributor:
Churchill Films
662 North Robertson Blvd.
Los Angeles, California 90069

Date: 1973

Cost: $295.00

Grade Level: 9 - 12

Description of Media: Film, color, 25 minutes

Description of Material:

This film discusses private technical schools, correspondence schools, the armed service, adult education programs and community colleges as alternatives to four year colleges for post high school training. The advantages and disadvantages of each kind of program is described along with examples of occupations accessed through these routes. Sights and sounds of job sites and training sessions are included.

Title: "Other Women, Other Work"

Manufacturer: Churchill Films

Distributor: Churchill Films
662 North Robertson Blvd.
Los Angeles, California 90069

Date: 1974

Cost: $230.00

Grade Level: 7 - 12

Description of Media: Film, color, 20 minutes

Description of Material:

"Other Women, Other Work" is a film presentation that uses the vocational or careers approach to convey the message of equal employment opportunities for all. By using women employed as a truck driver, veterinarian, roof shingler, marine biologist, airplane pilot, carpenter, and TV news reporter. Viewers are exposed to some facets of each of these occupations. By the use of voice over action, each worker tells her experiences and reactions to working in roles traditionally given to men. This film is highly recommended by the N.V.G.A.

Title: "Revolution In Relevance"

Manufacturer: Data Films

Distributor: Data Films
2625 Temple Street
Los Angeles, California 90026

Date: 1973

Cost: Not available

Grade Level: 7 - 12

Description of Media: Film, color, documentary, 20 minutes

Description of Material:

Targeted for students approaching their career decisions, also their parents. It is a comprehensive view of how vocational education provides relevance, opportunity, security, responsibility. The film enhances the counselors' image by featuring an able counselor as a key character in each dramatized episode.

Title: "The Working World", Series

Manufacturer: Film Forum, Inc.

Distributor: Film Forum, Inc.
2070 Business Center Drive
Irvine, California 92664

Date: 1974

Cost: $180.00 each

Grade Level: 9 - 12

Description of Media: Film, color, 13 minutes

Description of Material:

A series of 13 films featuring a blend of the cluster approach set forth by the U.S.O.E. and the Occupational Outlook Handbook. Each film provides an overview of a specific career area describing specific occupations that relate to the area. The list that follows represents the separate titles available:

1. "Helping Hands" — Health
2. "On the Move" — Transportation
3. "The First Step" — Construction
4. "The Foodmakers" — Agri-business
5. "Earth People" — Environment
6. "People to People" — Communications
7. "The Organizers" — Business
8. "People and Things" — Manufacturing
9. "We, the People" — Public Service
10. "The Marketeers" — Recreation
11. "Good Time People" — Recreation
12. "Culture and Conscience" — Education
13. "At Your Service" — Personal Service

Filmstrips

Product Title: **Career Clusters and the World of Work**

Manufacturer: Educational Properties Incorporated

Distributor:
Educational Properties Incorporated
P.O. Box DX
Irvine, California 92664

Date: 1973

Cost: $19.50

Grade Level: 9 - 12

Description of Media: 35mm Sound Filmstrip cassette tape includes over 100 frames, last 30 minutes

Description of Content:

This filmstrip provides an overview of the occupations of the world of work by describing occupations as they are categorized within the 15 clusters of the United States Office of Education.

Product Title: **Career Development Sound Filmstrips**

Manufacturer:
Harcourt Brace Jovanovich, Inc.
757 Third Avenue
New York, NY 10017

Distributor:
Guidance Associates
Pleasantville, NY 10570

Date: 1970

Cost: 2 filmstrips; 2 cassettes, $41.50

Grade Level: 7 - 12

Description of Media: Filmstrips (sound)

Description of Content:

Motivational programs to help young people explore personal and social values they must deal with as they enter the world of work. Other areas covered:

- Drug Education
- Motivational Guidance
- Family Relationships
- High School Orientation
- College Planning
- Elementary Guidance

Title: **Career Education Filmstrips**

Manufacturer:
Educational Dimensions Corp.
Box 488
Great Neck, NY 11022

Distributor:
The Resource Center
121 East 94½ Street
Bloomington, MN 55420
Telephone: 612-881-4472

Date: 1970

Cost: Listed below

Grade Level: 7 - 12

Description of Media: Filmstrips (sound)

Description of Content:

Careers in the Fine Arts — Painters and Sculptors	$19.50
Art Careers in Advertising — Making An Ad	$19.50
Careers in Television — Making a Commercial	$19.50
Careers in Photography — Advertising, News, Fashion	$19.50
Careers in Illustration	$19.50
Writing Careers in Advertising	$19.50
Careers in Fashion Design	$19.50
Careers in Film Making — 2 Filmstrips and Cassette	$39.00
Careers in Drafting — Architectural, Structural, etc.	$39.00
Graphic Careers in Advertising — Ads, Promos, etc.	$39.00
Careers in Set Design	$39.00

Title: **Career Education Filmstrips**

Manufacturer: Singer Education and Training Products

Distributor:
SVE—Society for Visual Education, Inc.
1345 Diversey Parkway
Chicago, Illinois 60614

Date: 1970-73

Cost:

Exploring Careers (6 filmstrips and 3 cassettes)	$60.50
Foundations for Occupational Planning (5 captioned filmstrips)	28.25
Job Opportunities Now (4 filmstrips and 3 cassettes)	58.50

Grade Level: 7 - 12

Description of Media: Filmstrips (sound and captioned)

Description of Content:

Exploring Careers: The telephone installer, the broadcast technician, the newspaper reporter, the automotive mechanic, the airline cabin attendant, and the long haul truck driver: Who are you? What do you like to do? What is a job? What are job families? What is a good school? (each captioned filmstrip $6.25) Job Opportunities Now: Requirements in the world of Jobs, Achieving success in the world of Jobs, Job Opportunities in a: restaurant, hospital, department store and supermarket (each $13.50).

Title: **Career Education Filmstrips — Selling as a Career**

Manufacturer: Universal Education and Visual Arts
100 Universal City Plaza
Universal City, CA 91608

Distributor: Charisma, Inc.
1864 Chatham Terrace
New Brighton, MN 55112
Telephone: 612-633-0489

Date: 1971

Cost: $68.00

Grade Level: 9 - 12

Description of Media: Filmstrips (sound)

Description of Content:

Eight color filmstrips and cassettes that provide a comprehensive insight into the entire field of marketing, including retail, wholesale, and service.

Selling as a Career
The Economics of Selling
Your Person and Personality
Know Your Product
Why People Buy
Selling Techniques
Objections and Objectives
New Horizons In Selling

Title: **Career Exploration Series**

Manufacturer: Acoustiphone Corporation

Distributor: Century Camera
199 East 7th Street
St. Paul, MN 55101

Date: 1972
Cost: $59.50 per program (6 sound/filmstrips (cassette) per program)

Grade Level: 9 - 12

Description of Media: Sound/filmstrip — cassette tape

Description of Content:

The series includes 20 programs, with each program including an overview and five additional sound/filmstrips each describing an occupation related to the career program title.

The twenty programs include:

1. Clerical Occupations
2. Municipal Law Enforcement
3. Repair and Maintenance
4. Automotive Repair
5. Commercial Aviation
6. Occupations in Ecology
7. Data Processing
8. Food Services
9. Printing
10. Plastic, Forming and Design
11. Public Utilities
12. Metal Working
13. Public Service
14. Personal Service
15. Building Trades
16. Electronics
17. Business Equipment Repair
18. Trucking
19. Sales
20. Graphic Services

All of the 100 jobs in the SERIES are "demand" jobs, jobs that fall within the occupational clusters designated by the U.S. Office of Education as offering high placement opportunities for the 70's; none are restricted by any group, class, or apprentice requirements. Most are on-the-job training type careers; none are occupations requiring a four-year (or more) post high school education.

Title: **Careers**

Manufacturer: The Associated Press and Pathescope Educational Films, Inc.

Distributor: Pathescope Educational Films, Inc.
71 Weyman Avenue
New Rochelle, NY 10802

Date: 1973

Cost: $44.00 per title

Grade Level: 9 - 12

Description of Media: Each title has a color filmstrip each about 80 frames, with 2 cassettes

Description of Content:

The program contains 24 titles. Each filmstrip presents an overview of careers in the general and comprehensive presentations, describing advantages and disadvantages, entry requirements, personal and economic rewards, opportunities for advancement, and related topics. The Careers in Law Enforcement and Careers in Construction titles have received the 1974 National Vocational Guidance Recognition Award.

Title: **Careers by the Hundred**
Manufacturer: Cube Corporation
642 South 2nd Avenue
Covina, CA 91722
Distributor: Cube Corporation
642 South 2nd Avenue
Covina, CA 91722
Date:
Cost: **Single Career** — each career contains a set of 6 colored slides with 2 minutes of narration $9.35.

Careers by the Half Hundred—includes lots of 50 careers containing 300 colored slides with narration and 9 slide trays. (8.35 per Career) $417.00.

Careers by the Hundred — includes lots of 100 careers containing 600 colored slides with narration and 17 slide trays ($7.35 per career) $735.00.

Grade Level: 7 - 12
Description of Media: Audio-Visual (software,
Description of Content:

100 different careers are presented for the sound-on slide projector. Each career contains a set of 6 slides with approximately 2 minutes of narration on each slide.

Title: **Hoffman Career Awareness Program**
Manufacturer: Hoffman Occupational Learning Systems
Distributer: The Learning Center
3613 Robin Lane
Hopkins, MN 55343
Date: 1973
Cost: $10.95 per career module 50 or more, less 5%; 100 or more, less 10%.
Grade Level: 9 - 12
Description of Media: Sound/filmstrip (cassette), sound/slide or Hoffman SK-L cartridge.
Description of Content:

Each module consists of 12 color slides accompanied by a 2 minute narration, realistically showing men and women performing jobs in their actual environment. Key concepts covered include:

1. What is the occupation?
2. Where would the person work?
3. What does he do?
4. What are the job requirements?
5. What are the job prospects?
6. What is the likely salary?

Title: **Keys: Career Exploration Program**
5-3050
Manufacturer: Science Research Associates

Distributor: Stanley L. Hansen
15508 Robinwood Drive
Minnetonka, MN 55434
Date: 1972
Cost: $100.00
Grade Level: Recommended for grades 6-10; useful for grades 5, 11-12; appropriate for special education in grades 11-Adult.
Description of Media: Ten full-color filmstrips with accompanying cassettes.
Description of Contents:

The program designed to illustrate how hundreds of occupations can be grouped into meaningful job families or clusters based on common interests, work tasks, and job satisfactions. Job families cover the same general interest categories measured by Kuder Inventories, Form C and E:

outdoor
mechanical
computational
scientific
persuasive
artistic
literary
musical
social service
clerical

An independent career guidance program or an aid to help students interpret Kuder survey results.

Title: **World of Work Series**
Manufacturer: McGraw-Hill Films
1221 Avenue of the Americas
New York, NY 10020
Distributor: R. J. (Bob) Hughes
Media Consultant'
McGraw-Hill Films
Dove; Cove Rt. 2
Fremont, Nebraska 68025
Date: 1970
Cost: $220.00 for 2 sets — Individual filmstrips with cassettes — $20.50.
Grade Level: 7 - 12
Description of Media: Filmstrips (sound)
Description of Content:

Comprehensive views of a variety of occupations which young men and women can enter with little or no training. Also allows for advanced planning.

Set I.
T.V. Repairman
Gas station attendant
Hospital workers
Vending Machine routeman
Hairdresser
Office worker

Set II.
Electrical assemble
Construction worker
Garment worker
Restaurant worker
Truck driver
Retail sales person

Inventories

Title: **Pictorial Inventory of Careers**

Manufacturer: Educators Assistance Institute

Distributor:
Educators Assistance Institute
9841 Airport Blvd.
Los Angeles, CA 90045

Date: 1972

Cost:
$300.00 2 complete slide carousel trays
$.70 per student processing charge, with a minimum rate of $35.00 per order

Grade Level: 9 - 12

Description of Media: 2 carousel trays of color slides and accompanying answer cards

Description of Content:

The Pictorial Inventory of Careers (PIC) represents a new dimension in testing. It is a unique interest assessment device designed to serve as an alternative to traditional interests tests. The inventory utilizes 35mm slide pictures instead of verbal statements, thus allowing it to be used in the elementary and secondary school, in the junior college and with adults who have little or no formal education. It emphasizes the "affective" mode as opposed to the intellectual "cognitive" processes. And finally, the test items are based on, and the results profiled according to, actual occupational training routinely offered at many community colleges and trade/technical schools.

Title: **Self-directed Search**

Manufacturer: Consulting Psychologists Press, Inc.

Distributor:
Consulting Psychologists Press, Inc.
577 College Avenue
Palo Alto, CA 94306

Date: 1972

Cost:
Single copy — $100
Package of 25 — $20.00
Package of 100 — $72.50
Package of 500 — $300.00

Grade Level: 9 - 12

Description of Media: Multiple sectioned inventory with accompanying occupational finder booklet.

Description of Content:

The SDS is an instrument which enlists the student in a thoughtful assessment of his own interests and abilities and leads him logically to survey a number of occupations for which he seems best suited. Designed to be answered, scored, profiled, and interpreted by the student himself. The SDS is an exciting exercise in self-discovery and a relevant induction to the world of work. The student works his way through a 16 page workbook with the aid of an originally classified occupational index called the occupations finder. The counselor may monitor the process and the conclusions, suggesting additional testing or discussion when indicated. The SDS shows the student how he resembles each of six occupational personality types, based on Holland's theory of occupational choice. SDS is also available in form E for students who have reading difficulties.

Kits

Title: **Career Survival Skills**

Manufacturer: Charles E. Merrill Publishing Co.

Distributor: Charles E. Merrill Publishing Co.
A Bell & Howell Company
Columbus, Ohio 43216

Date: 1973

Cost: $45.00

Grade Level: 5 - 12

Description of Media: Kit

Description of Material:

Career Survival Skills is designed to help upper elementary and junior and senior high school students understand and use resources for life and career planning. The intent of the program is not to explore and examine specific occupations or careers but to help students develop a broader set of career development concepts and competencies that will equip them to make their own plans for the future at the appropriate time.

The Teacher's Manual is the core of the program and consists of six units comprised of thirty-nine exercises. The exercises are aimed at two conceptual levels: Level 2, grades 5 - 8; Level 11, grades 9 - 12. The kit is made up of the following components:

—Teacher's Manual, Spirit Master Data Sheets and Transparencies, and Cassette

—Career Education Index

—Handbook

—Wall Chart

—Three professional books: Career Education: **Perspective and Promise** by Keith Goldhammer and Robert E. Taylor; **Career Development in the Elementary School** by Robert L. Gibson; and **Developing Careers in the Elementary School** edited by Norman C. Gysbers, Wilbur Miller and Earl J. Moore.

Title: **The Compulearn System**

Manufacturer: Compulearn, Inc.
1321 4 Gateway Center
Pittsburgh, PA 15222

Distributor: Lawrence Betzler
District Manager, School Division
Random House, Inc.
5319 Bartlett Blvd.
Mound, MN 55364

Date: 1972

Cost: Senior High Module — $150.00

Grade Level: K - 12

Description of Media: Kit

Description of Material:

Compulearn's 8½" x 11" Minicomputer is an educational tool providing individualized instruction in Career Education for Grades K - 12.

The console is a battery-operated, electronic instrument which is simple to operate. To use the console, a program card is selected and placed on the face of it. The answer probe is then placed into a small hole corresponding to a question. If the selected answer is correct, the person is immediately reinforced by the Answer Light adjacent to the answer.

Other systems available:

I. K - 12 (Total Programs)
  A. 322 Program Cards
  B. 2 Consoles
  C. 3 Student Guides (K - 6, Middle School, Senior High)
  D. 3 Educator Guides (K - 6, Middle School, Senior High)
  E. 1 Bibliography Guide
  F. 1 Set of Programmed Career Data Sheets
  G. 1 Master Set of Personal Profile Sheets (reproduction permitted)
  School Price $450.00
  OR

II. K - 6 Module
  A. 142 Program Cards
  B. 1 Console
  C. 1 Student Guide
  D. 1 Educator Guide
  E. 1 Bibliography Guide
  School Price $200.00
  OR

III. Middle School Module
  A. 90 Program Cards
  B. 1 Console
  C. 1 Student Guide
  D. 1 Educator Guide
  E. 1 Bibliography Guide
  F. 1 Set of Programmed Career Data Sheets
  G. 1 Master Set of Personal Profile Sheets
  School Price $160.00

OR

IV. Senior High Module
   - A. 90 Program Cards
   - B. 1 Console
   - C. 1 Student Guide
   - D. 1 Educator Guide
   - E. 1 Bibliography Guide

School Price $150.00

OR

V. Secondary School Module (Jr. - Sr. High)
   - A. 180 Program Cards
   - B. 2 Consoles
   - C. 2 Student Guides
   - D. 2 Educator Guides
   - E. 1 Bibliography Guide
   - F. 1 Set of Programmed Career Data Sheets
   - G. 1 Master Set of Personal Profile Sheets

School Price $300.00

VI. Additional Consoles

School Price . . . . $50.00 each

Additional software materials may also be purchased separately.

Title:	**Cross - Vocational Skills and Information**
Manufacturer:	Educational Resources Division Educational Design Inc.
Distributor:	Educational Resources Division Educational Design Inc. 47 West 13th Street New York, NY 10011
Date:	1973
Cost:	$175.00
Grade Level:	9 - 12
Description of Media:	15 Tape Cassettes 12 Overhead Projector Transparencies 24 Student Record Booklets Instructors' Guide, Permanent Storage Box

Description of Material:

There are skills and behaviors which are necessary and helpful in the World of Work whether one wants to be a welder, engineer, or secretary. The basic understanding of how businesses operate, their vocabulary and customs, is essential to the new entry into the World of Work of the 70's.

Title:	**Discovery**
Manufacturer:	Scholastic Book Services 904 Sylvan Avenue Englewood Cliffs, NJ 07632
Distributor:	Scholastic Magazines and Book Services Mrs. Alvina Iverson 736 W. Iowa Avenue St. Paul, MN 55117
Date:	1973
Cost:	$135.50
Grade Level:	7 - 12
Description of Media:	Instructional Kits

Description of Material:

Through filmstrips and career log books the student is given the chance to discover about himself and careers that may be of interest to him. The aim of the program is to get the student to look at many different careers and to get him to think about himself in as many ways as possible.

Title:	**Human Relations Kit**
Manufacturer:	Webster Division McGraw-Hill Book Company
Distributor:	Mid Continent Region McGraw-Hill Book Company Distribution Center Manchester Road Manchester, MO 63011
Date:	1970
Cost:	$169.50
Grade Level:	9 - 12
Description of Media:	Multi-Media Kit, 8 tape cassettes, 1 52 frame color filmstrip, 20 student workbooks, simulation materials, Instructor's Procedure guide, instructor's program overview.

Description of Material:

This complete **Human Relations** (multi-media) **kit** is designed for use by up to 20 students, and contains all teaching aids needed for a 40-hour learning lesson. It was created to prepare high school and vocational students for the social transition to a work environment. The kit is action oriented, presenting job related problems requiring realistic solutions in a working situation. Students focus on four key elements: work habits, communication, problem-solving, and social skills. The kit uses group exercises, simulation games, rap sessions, and audio-visual materials to provide the skills that have the greatest impact on jobs performance. In this way, students learn to understand and solve problems using their own judgment.

Title: **Job Experience Kit**

Manufacturer: Science Research Associates

Distributor: Science Research Associates
Stanley L. Hansen
15508 Robinwood Drive
Minnetonka, MN 55434

Date: 1970

Cost: $140.00

Grade Level: Recommended for grades 8 - Adult; useful for grade 7; appropriate for Special Education in grades 11 - Adult

Description of Media: 20 simulation kits

Description of Material:

Work-simulation experiences in twenty representative occupations;

- accountant
- appliance serviceman
- auto mechanic
- beautician
- carpenter
- designer
- draftsman
- electronics technician
- elementary school teacher
- lawyer
- librarian
- medical technologist
- motel manager
- plumber
- police officer
- sales person
- secretary
- truck driver
- veterinarian
- X-ray technician

Students solve problems typical of each occupation. Motivates career exploration and exposes students to real job activities.

Can be used on an Individual or group basis in guidance classes, homeroom, vocational, social studies, or English courses.

Title: **Job Survival Skills**

Manufacturer: Singer Education Division

Distributor: Singer Education Division
Education Systems
Rochester, NY 14603

Date: 1973

Cost: $495.00

Grade Level: 9 - 12

Description of Media:
13 sound filmstrips
5 game boards and accessories
2 self-concept profile boards and accessories
4 cooperation/competition puzzles
3 communication exercise cards
1 overview manual
1 group leader's instructional manual
20 participants' workbooks
20 interview appointment slips

Description of Material:

Job Survival Skills is a multi-media approach to training individuals in critical personal and interpersonal job behaviors. A product of SINGER Education Systems' experience in manpower training, corrections and vocational rehabilitation, for the forty-two activities in fifteen units are designed for groups as small as eight or as large as twenty.

The first five units deal with the human relations skills of understanding different points of view, the influence of self-concept on behavior and effective communication. These basic skills are then applied to vital "job survival" behavior, such as, how to select, locate and secure a job, supervisory and co-worker interaction and other positive job behaviors.

The content of a unit is introduced by a sound/filmstrip. Processing and reinforcement are achieved through the use of a variety of highly participatory activities: gaming, group discussion, brainstorming, role-playing and written exercises. The group Leader's Instruction Manual provides specific guidance for each activity as well as suggestions for the creation of related activities.

Job Survival Skills may be purchased in the full kit or in separate units. Consumqble items, workbooks and appointment slips, can be ordered separately.

Extra supplies for the Kit may be purchased at the prices listed below:

Package of 10 participant workbooks	$15.00
Package of 20 Interview Appointment notices	$ 3.80
A film strip	$ 8.00
AM Audio tape cassette	$ 6.00

Title: **Occupational Profiles**

Manufacturer: Johnson Publishing Company

Distributor: Johnson Publishing Company
428 S. Wilbur
Mesa, Arizona 85202

Date: 1973

Cost: $25.00

Grade Level: 10 - 12

Description of Media: 1 - Occupational Profile, "Slide-Rule" with 2 interchangeable occupation information cards and an accompanying Occupational Information Index.

Description of Material:

A new instructional tool designed to meet the needs of students and counselors by providing immediate career information. You can retrieve the following information about any one of 14,000 occupations in a matter of seconds.

1. Occupational group and group numbers of related occupational groups.
2. Degree of involvement with data, people, and things.
3. General educational development grade level.
4. Specific vocational preparation time in years or months.
5. Aptitudes needed by workers.
6. Interests involved in specific occupations.
7. Workers temperament and required.
8. Physical demands of occupations.
9. Working conditions of the occupations.
10. What the worker does.
11. Methods of entry into the occupation.
12. Suggested experiences that would help a person decide whether they should explore this field of work.

All information is based on **Dictionary of Occupational Titles**, a U.S. Department of Labor publication.

Title: **Search for Values**

Manufacturer: Center for Learning, Inc.

Distributor:
Pflaum/Standard
38 West Fifth Street
Dayton, OH 45402

Date: 1972

Cost: $44.95

Grade Level: 9 - 12

Description of Media: Teacher Resource Book and 7 Spirit Master Packets for each of the 7 Instructional Units (77 masters).

Description of Material:

Search for Values is designed to help students sort out their actions and feelings about the world within and around them. It is a tool kit of strategies and techniques which can help a person see more clearly, the directions his day-to-day choices are taking. This new program in the Dimensions of personality series aims to help students come to grips with their personal value systems. It does so through self-reflection and peer interaction.

The structured units in this program represent 44 lessons that cover these pertinent topics: competition, authority, time, personal space images, relationships, and commitment. The units may be used individually or in conjunction with one another. Although the lessons are not sequently structured, the latter units and lessons contain more advanced activities than the first.

Title: **Valuing, Exploration, Discovering**

Manufacturer: Argus Communications

Distributor:
Argus Communications
7440 Natches Avenue
Niles, Illinois

Date: 1971

Cost: $17.50

Grade Level: 10 - 12

Description of Media: 1 Resource Book, 1 Tape, 6 Poster Cards, 3 Visual Card Sets, 1 Test, 1 Leader Manual.

Description of Material:

This kit provides a series of experiences to bring into focus the important value dimensions of our lives. To clarify what our values are, to understand how they affect our encounters and relationships with others and with the changing world around us.

Other points covered in this kit are:

— Confronting change: dealing with our feelings about change is no simple task. We need the concern and support of others. Therefore, how we relate to others is important.

— Knowing how to relate: know yourself, be open to and understand others. Understanding involves more than listening to what is said; it means listening to feelings and attitudes as well.

— Trust: to trust another is to value another—to affirm his value as a person.

Each of these personal relationship concepts are explored through the following units:

1. Values and change: Basic Principles
2. Examining Personal Values: A Discovery Experience

3. **Values in Listening: An Experience in Communication**

4. **Applying Values: Three Experiences in Role-playing and Sculpturing.**

Competition, authority, time, personal space images, relationships, and commitment. The units may be used individually or in conjunction with one another. Although the lessons are not sequently structured, the latter units and lessons contain more advanced activities than the first.

Title: **Vocational Exploration Group**

Manufacturer: Studies of Urban Man, Inc.

Distributor:
Studies of Urban Man, Inc.
William Elster
P.O. Box 1039
Tempe, Arizona 85281

Date: 1972

Cost: Kit $175.00, Leadership Training $85.00

Grade Level: 9-12

Description of Media: Multi-media Kit, including Booklets, charts, and Job Inventory Forms

Description of Material:

The Vocational Exploration Group members explore these three critical links, probing both into themselves and the world of work. This kind of JOB PERSONALIZATION is the process for the Vocational Exploration Group. Thus the goal of the Group is for each member to understand the man-job relationship and to apply this understanding to himself and his own situation.

While there are two programs, short and extended, both entail similar tasks. The activities are sequenced through a number of structured tasks; The Group begins with inclusion activities, to reduce the fear of exploration, then examines the world of work via a twofold matrix of job function (Data, People or Things) and job preparation (training on-the-job, special skill training or college). Next, the group shares information they have about jobs, and uses graphic materials to acquire additional job information books. The members then expand their choices by relating one job to several others. Finally, the group focuses on an individual plan for each member, encompassing the occupational goal and the next step toward it. At intervals during the sequence, the members fill out a job inventory which clarifies their vocational choices and the man-job relationship underlying it. Throughout, carefully designed visual aids are employed to enhance the exploration process.

Title: **World of Work, Vols. I and II**

Manufacturer:
Educational Resources Division
Educational Design Inc.

Distributor:
Educational Resources Division
Educational Design Inc.
47 West 13th Street
New York, New York 10011

Date: 1972

Cost:
Getting A Job Vol. 1 $131.00
On The Job Vol. II $229.50

Grade Level: 9 - 12

Description of Media: Vol. 1 12 Cassette Tapes, 24 Student and Record Books, Instructor's Guide, Permanent Storage Box. Vol. II 20 tape cassettes, 24 student record booklets, instructor's guide, permanent storage box.

Description of Material:

On the job will help precisely where most training efforts are weakest — in the sensitive area of interpersonal skill. Through taped lessons requiring written responses and real-life dramatizations that spark group discussions, students are exposed to those situations which supervisors and new employees agree create the most difficulties. The skills acquired will increase confidence, forestall impulse quitting and enable students to cope with work environment problems.

Getting a job is a course that teaches these all important skills. Through involvement in and response to taped lessons, through practice in preparing fact sheets and applications forms, and through participation in group discussions of taped dramatic situations, the student rapidly acquires the ability to handle with confidence the full range of real-life problems that he will encounter when he is looking for work.

Title: **World of Work: Readings In Interpersonal Relationships**

Manufacturer: Webster Division - McGraw-Hill Book Company

Distributor:
Mid Continent Region
McGraw-Hill Book Company
Distribution Center
Manchester Road
Manchester, MO 63011

Date: 1969

Cost:
Complete Kit $89.50
Teacher's Guide $.75

Grade Level: 7 - 12

Description of Media: Fifty illustrated fiction stories of four pages each.

Description of Material:

The fiction stories dramatically acquaint the reader with job worker situations which can influence his success in obtaining, keeping, and advancing on the job. Written with an adult perspective, the World of Work guidance for youth and adults, particularly the disadvantaged, in both in-school and out-of-school situations.

Microfiche

Title: ERIC

Manufacturer: ERIC
Educational Resources Information Center
National Institute of Education
Washington, D.C. 20202

Distributor: ERIC
Educational Resources Information Center
National Institute of Education
Washington, D.C. 20202

Date: Current

Cost: Varies

Grade Level: K - Adult

Description of Media: Microfiche

Description of Material:

Microfiche copies of published products, documents, journals, reports, etc.

Title: **Occupational Microfile**

Manufacturer: Chronicle Guidance Publications, Inc.

Distributor: Chronical Guidance Publications, Inc.
Moravia, NY 13118

Date: Revised annually

Cost: $60.00

Grade Level: 7 - Adult

Description of Media: Microfiche

Description of Material:

A concise collection of occupational information. Contains more than 2,800 pages of 575 briefs and reprints on 60 microfilm cards (fiche).

Title: **Product Catalog**

Manufacturer: Xerox Education Publications

Distributor: Xerox Education Publications
Education Center
Columbus, Ohio 43216

Date: Updated each year

Cost: None

Grade Level: K - 12

Description of Media: Microfiche

Description of Material:

A catalog of microfiche materials.

Title: **Time Share - College Catalog File**

Manufacturer: National College Catalog Service
Time Share Corporation

Distributor: National College Catalog Service
Time Share Corporation
3 Lebanon Street
Hanover, NH 03755

Date: Updated each year

Cost: $359.00

Description of Media: Microfiche

Description of Material:

College Catalog information on microfiche covering over 1,500 of the nation's four-year colleges. The file covers over 150,000 catalog pages.

Newspapers

Title: **Career World**

Manufacturer: Curriculum Innovations, Inc.

Distributor:
Curriculum Innovations, Inc.
501 Lake Forest Avenue
Highwood, Illinois 60040

Date:
Continuous Publication
Monthly
Continuous Publication Monthly

Cost: $2.95 per student, per school year

Grade Level: 7 - 12

Description of Media: Career Newspaper, issued monthly during the school year

Description of Material:

CAREER WORLD is the exciting, new, up-to-date guide for students in junior and senior high schools . . . an information-packed issue published every month.

Each comprehensive issue features:
Career World Focus — a systematic examination of one or two career clusters compatible with the plans of the U.S. Office of Education and the Department of Labor

The Important You — the guidance features which helps each student find out about himself and his interests.

Zeroing In — information on several specific occupations

The Opening Door — a profile of a minority person who has entered an occupation previously limited or closed

Periscope — how current events are shaping future occupations

Jobs for Students — tips for getting part-time jobs while in school

Q & A — answers to interesting questions from students

The Light Side — puzzles, cartoons, and offbeat jobs . . .

Tapes

Title: **Career Education A Man's Work**

Manufacturer:
International Teaching Tapes, Inc.
Learning Resources Division
Educational Development Corp.
202 Lake Mirian Drive
Lake Land, Florida 33803

Distributor:
Joe Ludwig
Sales Representative
Educational Development Corp.
Route 5
Osseo, MN 55369
Telephone: 425-4632

Date: 1972

Cost:

Complete program (5 groups)	$397.50
Group I Office & Sales	79.50
Group II Consumer	79.50
Group III Production	79.50
Group IV Structural	79.50
Group V Miscellaneous	79.50

(each has a teacher's guide)

Grade Level: 7 - Adult

Description of Media: Cassette Tapes

Description of Content:

Each of the 5 groups contain 20 job interviews on 10 cassettes with a teacher's guide.

Interview Content: The men interviewed on the job site are neither professional actors nor public speakers. No one prepared canned or eloquent speeches. What they say is an honest reflection of what they think and feel about their jobs. The control element in each interview is the interviewer. He guides the respondent toward answering such questions as:

(a) why he chose such work
(b) how his first job was secured
(c) what training and skills are needed
(d) what apprenticeship must be served
(e) what basic education is required
(f) advancement possibilities
(g) how the future looks
(h) where to find work
(i) what fields require related skills'

Title: **Career Games and Career Development Laboratory**

Manufacturer: Educational Progress Corporation
4900 South Lewis Avenue
P.O. Box 45663
Tulsa, Oklahoma 74145

Distributor: Allen D. Olson
333 West Grand Avenue
Chippewa Falls, WI 45729
Telephone: 715-723-9481

Date: 1970

Cost: $290.00

Grade Level: 8 - 14

Description of Media: Game and taped interviews

Description of Content:

The Career Game is a semi-programmed guidance tool designed for students 8th grade through junior college. The student is taken on a career search where he is confronted with many decisions he must make concerning career possibilities. Can be used in two ways: As a self-contained instructional unit which fits easily into the classroom.

By the individual in the guidance department, library, or resource center.

Career Games contains: $78.50

- **398 Cards (various information)**
- **Score Pad (100 score pages with interpretation)**
- **1 Filmstrip (color)**
- **1 Cassette tape (15 min. 38 sec.)**
- **1 Counselor - Teacher's Guide**

The Career Development Laboratory allows a student to listen to a taped interview with a successful working person in a career that the student is interested in. The tapes cover professional, nonprofessional, and technical careers.

The Laboratory contains: $222.00

- **60 Taped Interviews (reel or cassette)**
- **100 Survey forms**
- **1 Teacher's Guide**
- **Announcement Poster**

Title: **Career Tapes**

Manufacturer: MacMillan Library Services
248 B. Brown Street
Riverside, NJ 08075

Distributor: MacMillan Library Services
248 B. Brown Street
Riverside, NJ 08075

Date: 1974

Cost: $108.00

Grade Level: 7 - Adult

Description of Media: Tapes

Description of Material:

72 Career Tapes on 18 Audio Cassettes in which 72 job holders talk candidly about the work they do.

Title: **What's It Like?**

Manufacturer: Knowledge Aid
6633 W. Howard Street
Niles, IL 60648

Distributor: The Resource Center
Bloomington, MN 55420
Telephone: 612-881-4472

Date: 1970

Cost: $148.75

Grade Level: 7 - 12

Description of Media: Tapes

Description of Content:

Black people interviewed on tape — talking about their jobs — tell you about getting the job, what education is needed about on-the-job training, about how much money you can make.

Audio-Visual Equipment

Title: **Microfiche Reader-Printer**
Manufacturer: 3M Business Products
Distributor: 3M Business Products Sales, Inc.
1620 East 78th Street
Minneapolis, MN 55432
Cost: $600.00
Description of Media: Audio-visual (hardware)
Description of Material:

3M brand Executive III Microfiche Reader/Occasional printer can use up to 4" x 8" microfiche or aperture cards. Attachment available for 16mm and 35mm microfilm, delivers 8½" x 11" prints in 30 seconds (dry chemical), dimensions: base — 19" wide, 26" deep, 25" high, weight about 40 lbs.

Title: **Microscan K71 Microfiche Reader, 22X**
Manufacturer:
Distributor: Chronicle Guidance Publications, Inc.
Moravia, NY 13118
Date: 1974
Cost: $139.00
Description of Media: Hardware
Description of Material:

Microscan K71 Microfiche Reader, 22X accepts all popular microfiche sizes. Equipment available to convert to roll film reader. Alpha-numeric image finder, one knob control, self-opening glass flats and floating lens. Viewing surface 8½ x 11. Variable light intensity. (20 x 10 x 16, 26 lbs.)

Title: **Sound Filmstrip Projector**
Manufacturer: Dukane Corp.
Distributor: Guidance Associates
Pleasantville, NY 10570
Cost: $275.00
Description of Media: Audio-visual (hardware)
Description of Material:

Dukane Cassette A-V matic sound filmstrip projector (cp-4) for individual and small group use. Fully automatic filmstrip advance takes up 13" x 15" table top space, automatic rewind feature, rear screen viewer, transistorized amplifier, fast forward and reverse, push-button controls, weight 23 lbs.

Earphone junction box (7E-009 108) $9.00 converts from single earphone to a four earphone operation.

Earphones (7E-009 124) $7.50 full fidelity, adjustable headband, lightweight.

Title: **Automatic sound-filmstrip projector**
Manufacturer: Viewlex
Distributor: Encyclopaedia Britannica
Educational Corporation
425 North Michigan Avenue
Chicago, IL 60611
Cost: $165.95
Description of Media: Audio-visual (hardware)
Description of Material:

Viewlex Filmstrip Supervisor model v-136 single frame 33mm filmstrips, 5" x 7" viewing screen, high impact plastic case. Case measures 11" x 12" x 11", automatic advance activated by inaudible signal, cassette player headphone jack.

Title: **Automatic Sound Filmstrip Projector SPR-171**
Manufacturer: Hitachi Sales Corporation of America
48-50 34th Street
Long Island City, NY 11101
Distributor: Hitachi Sales Corporation of America
1400 Morse Avenue
Elk Grove Village, IL 60007
Date: 1974
Cost: $159.00
Grade Level: K - Adult
Description of Media: A-V equipment
Description of Material:

Daylight Screen - 6 inch, auto stop system, film take-up — eliminates reversing film, light weight, automatic advance, uses cassette tapes

Title: **Sound-page System**

Manufacturer:
3M Company
Visual Products Division
3M Center
St. Paul, MN 55101

Distributor:
3M Business Products Sales, Inc.
1620 East 78th Street
Minneapolis, MN 55423

Cost: $299.00

Description of Media: Audio-visual (hardware)

Description of Material:

Sound page represents a break-through in audio-visual systems. Its mechanics are simple. Its visual and recorder messages can't get out of synchronization. It requires no elaborate filming, processing, projection system or carrel. Here's what it's all about. One side of a sound page is plain, white bond-like paper which can be imaged by writing, drawing and typing, by using a mimeo, copier, paste-ups, or by just about any other conventional method. The other side isn't plain at all. It's coated with a magnetic film which can hold up to four minutes of recorded sound — instructions, explanations, questions, even music and special effects. Sight and sound are permanently locked together on one sheet of "paper", ending forever synchronization problems.

Title: **Sound-on-Slide Projector Recorder**

Manufacturer:
3M Company
Visual Products Division
3M Center
St. Paul, MN 55101

Distributor:
3M Business Products Sales, Inc.
1620 East 78th Street
Minneapolis, MN 55423

Cost: Model 625 AGA $699.00

Description of Media: Audio-visual (hardware)

Description of Material:

A system that allows a person to develop his or her own sound-like program. For each 35mm or 2 x 2 slide, you record the information relating to that slide on a disc that encircles the slide. The picture and message are locked together with no problems of synchronization. Sound-on-slide empty straight trays (6 per case) $19.20 per case. One gross of sound-on-slide discs $105.00. Commercially prepared career trays are available also.

Title: **Caramate Automatic Cassette**
Sound-Slide Projector

Manufacturer:
Singer-Graflex
3750 Monroe Avenue
Rochester, NY 14603

Distributor:
Society and Mankind
Two Holland Avenue
White Plains, NY 10603

Century Communications Corp.
119 North 9th Street
Minneapolis, MN 55403

Cost: $279.50

Description of Media: Audio-visual (hardware)

Description of Material:

Rear screen projection, 9" x 9" screen, single unit for showing carousel slides and automatic pulse cassettes. Headphone jack model no., 805-S1. Fully automatic or push-button for transistorized amplifier.

Title: **Organizer Bins**

Manufacturer:
Fidelity Products Company
705 Pennsylvania Avenue S.
Minneapolis, MN 55426

Distributor:
Fidelity Products Company
705 Pennsylvania Avenue S.
Minneapolis, MN 55426

Cost:
Letter size — Model D6119 — 90¢ each
Legal size — Model D6120 — 95¢ each
order in multiples of 12 per size

Description of Media: Literature file

Description of Material:

Letter bin measures 9" wide, 11¼" deep, 4" high. Legal bin measures 9" wide, 13⅞" deep, 4" high. Construction is of corrugated fiberboard. Walnut woodgrain color with index holders. Decor shelving for the bins is also available, or the bins can be used on other types of shelving.

A Suggested List of Publishers of Career Education Materials

AACRAO
American Associate of Collegiate Registrars
and Admissions Officers
One DuPont Circle NW
Washington, D.C. 20036

Abelard Schuman Ltd.
6 N. 57th Street
New York, NY 10019

Abingdon Press
201 Eighth Avenue S
Nashville, TN 37202

Academic Games Associates
3505 N. Charles Street
Baltimore, MD 21218

ACE
American Council on Education
One DuPont Circle
Washington, D.C. 20036

Acoustifone Corporation
8954 Comanche Avenue
Chatsworth, CA 91311
Telephone: (213) 882-1380

ACT
The American College Testing Program
Box 168
Iowa City, IA 52240

Addison Wesley Publishing Company, Inc.
Reading, MA 01857
Telephone: (617) 944-8550

Adult Education Council of Greater Chicago
332 S. Michigan Avenue
Chicago, IL 60604

AFL-CIO Film Division
815 16th Street NW
Washington, D. C. 20006

Aims
Instructional Media Services, Inc.
P.O. Box 1010
Hollywood, CA 90028

Allyn and Bacon, Inc.
470 Atlantic Avenue
Boston, MA 02110

American Academy of Pediatrics
P.O. Box 1034
Evanston, IL 60204

American Association for Health,
Physical Education and Recreation
1201 Sixteenth Street NW
Evanston, IL 60204

American Association of Dental Schools
211 E. Chicago Avenue
Chicago, IL 60611

American Association of University Women
Educational Center
2401 Virginia Avenue NW
Washington, D. C. 20037

American Book Company
450 W. 33rd Street
New York, NY 10001

American Guidance Service
Publishers Building
Circle Pines, MN 55014

American Hospital Association Film Library
840 N. Lake Shore Drive
Chicago, IL 60611

American Institute of Biological
Science, Inc.
3900 Wisconsin
Washington, D. C. 20016

The American Legion
Box 1055
Indianapolis, IN 46206

American Music Conf.
332 S. Michigan Avenue
Chicago, IL 60604

American Personnel and Guidance Assoc.
1605 New Hampshire Avenue NW
Washington, D. C. 20009

American Trucking Association
1616 P. Street NW
Washington, D. C. 20005

American Women's Society for CPA's
327 S. LaSalle Street
Chicago, IL 60604

APGA Films
1607 New Hampshire Avenue NW
Washington, D. C. 20009

Appleton-Century-Crofts
440 Park Avenue S.
New York, NY 10016

ARC Books, Inc.
219 Park Avenue S.
New York, NY 10003

Arco Publishing Company, Inc.
219 Park Avenue S.
New York, N.Y. 10003

Argus Films
Distributors-Churchill-Wexler
Film Prod.
801 North Seward Street
Los Angeles, CA 90000

Association of American Medical Colleges
One DuPont Circle NW
Washington, D. C. 20036

Associated Films, Inc.
600 Madison Avenue
New York, NY 10022

Audiovisual Instruction
133 Gill Coliseum
Corvallis, OR 97331

Avid Corporation
Instructional Systems Division
Ten Tripps Lane
East Providence, RI 02914

Bailey Films, Inc.
6509 De Longpre Avenue
Hollywood, CA 90028

Barnes & Noble
10 E. 53rd Street
New York, NY 10022

Barr Films
P.O. Box 7C
Pasadena, CA 91104

Barron's Educational Series, Inc.
113 Crossways Park Drive
Woodbury, NY 11897

Basic Books, Inc.
404 Park Avenue S
New York, NY 10016

Bellman Publishing Company
P.O. Box 172
Cambridge, MA 02138

Benefic Press
10300 W. Roosevelt Road
Westchester, IL 60153

B. F. A. Educational Media
2211 Michigan Avenue
Santa Monica, CA 90404

B'nai B'rith Vocational Services
1640 Rhode Island Avenue NW
Washington, D. C. 20036

Bobbs-Merrill Company, Inc.
4300 W. 62nd Street
Indianapolis, ID 44268

Bowmar Publishing Corp.
622 Rodier Drive
Glendale, CA 91201

Wm. C. Brown Company
135 S. Locust Street
Dubuque, IA 52201

Bruce Publishing Company
New York, NY

Bunting & Lyon, Ind.
238 N. Main Street
Wallingford, CT 06492

Bureau of Audio Visual Instruction
1327 University Avenue
P.O. Box 2093
Madison, WI 53701

California State Department of
Education
Bureau of Pupil Personnel Services
State Education Building
721 Capitol Mall
Sacramento, CA 95814

Calvin Productions
1105 Truman Road
Kansas City, MO 64108

Career Education News
230 West Monroe Street
Chicago, IL 60606

Career Information Service
Southeastern Reg. Vocational-Technical School
250 Foundry Street
South Easton, MA 02375

Career Planning Center
Placement Services
3200 Student Activities Blvd.
University of Michigan
Ann Arbor, MI 48104

Careers, Inc.
P.O. Box 135
Largo, FL 33540

Carlton Films
2870 Bartells Drive
Beloit, WI 53511

The Carroll Press Publishers
43 Squantum Street
Cranston, RI 02920

CCB
Catholic College Bureau
1856 W. 5th Street
Winona, MN 55987

CEA
Cooperative Education Association
Drexel University
32nd and Chestnut Streets
Philadelphia, PA 19104

CEEB
College Entrance Examination Board
Box 592
Princeton, NJ 08540

Centron Corp.
Dis-Young American Films
18 E. 41 Street
New York, NY 10000

Centron Educational Films
1621 W. Ninth Street
Lawrence, KS 66044

Century Communications Corp.
119 North 9th Street
Minneapolis, MN 55403

The Challenge Reader Series
McCormick-Mathers
300 Pike Street
Cincinnati, OH 45202

Chamber of Commerce of United States
1615 H Street NW
Washington, D. C. 20006

Charles A. Jones Publishing
4 Village Green S.E.
Worthington, OH 43085

Charles E. Merrill Publishing Company
Columbus, OH 43216

Change Magazine
211 W. 61st Street
New York, NY 10023

Changing Times Educational Services
1729 H Street NW
Washington, D. C. 20006

Charisma, Inc.
1864 Chatham Terrace
New Brighton, MN 55112

Children's Press
1224 West Van Buren Street
Chicago, IL 60607

Children's Record Guild
(Young People's Records)
100 Sixth Avenue
New York, NY 10013

Chronicle Guidance Pub., Inc.
Moravia, NY 13118

The Chronicle of Higher Education
1717 Massachusetts Avenue NW
Washington, D. C.

Columbia University Press
562 West 113th Street
New York, NY 10025

College Board Publications
888 Seventh Avenue
New York, NY 10019

Colonial Films
752 Spring Street NW
Atlanta, GA 30308

Compulearn, Inc.
1321 4 Gateway Center
Pittsburgh, PA 15222

Communication Service Corporation
1629 K Street, NW
Washington, D. C. 20006

Comparative Guide to American Colleges
342 Madison Avenue
New York, NY 10017
Telephone: (212) 985-4120

Coronet Films
65 S. Walter Street
Chicago, IL 60601

Continental Publishing Company
1261 Broadway
New York, NY 10001

CPC College Placement Council
P.O. Box 2263
Bethlehem, PA 18001

Consulting Psychologists Press, Inc.
577 College Avenue
Palo Alto, CA 94306

Counselor Films, Inc.
1422 Chestnut Street
Philadelphia, PA 19102

Coward McCann, Inc.
200 Madison Avenue
New York, NY 10016

Crowell Thomas Y. Company
201 Park Avenue S
New York, NY 10003

Creative Services
108 St. Johns Road
Baltimore, MD 21210

Cube Corporation
642 South 2nd Avenue
Covina, CA 91722

Curriculum Innovations, Inc.
501 Lake Forest Avenue
Highwood, IL 60040

Curtis Audiovisual Materials
Independence Square
Philadelphia, PA 19105

David C. Cook Publishing Company
850 N. Grove Avenue
Elgin, IL 60120

David McKay Company, Inc.
750 Third Avenue
New York, NY 10017

The John Day Company, Inc.
257 Park Avenue S.
New York, NY 10010

Delacorte Press
750 Third Avenue
New York, NY 10017

Dell Publishing Company, Inc.
750 Third Avenue
New York, NY 10017

Denoyer-Geppert
5235 Ravenswood Avenue
Chicago, IL 60640

Detroit Visual Ed. Consultants
Detroit, MI 48200

The Dial Press
750 Third Avenue
New York, NY 10017

Director Publishers Company
Hillsdale, NJ 07642

Division of Health Film Library
P.O. Box 309
Madison, WI 53701

Dodd, Mead & Company
79 Madison Avenue
New York, NY 10016

Doubleday and Company
School and Library Division
Garden City, NY 11530

Doubleday Multi-Media
1371 Renolds Avenue
Santa Anna, CA 92705

Dow Jones and Company, Inc.
P.O. Box 300
Princeton, NJ 08540

Dutton, E. P. and Company
201 Park Avenue S.
New York, NY 10003

Eastman Kodak Company
Information Films
343 State Street
Rochester, NY 14659

Eden-Craft, Inc.
6475 DuBois
Detroit, MI 48200

Education and World Affairs
622 Fifth Avenue
New York, NY 10036

Educational Achievement Corporation
P.O. Box 7310
Waco, TX 76710

Educational Affairs Department
Ford Motor Company
Dearborn, MI 48120

Educational Design, Inc.
47 W. 13th Street
New York, NY 10010
Telephone: (212) 255-7900

Educational Development Corporation
P.O. Drawer 3709/202
Lake Miraim Drive
Lake Land, FL 33803

Educational Dimensions
Box 146
Great Neck, NY 11023

Educational Directories, Inc.
P.O. Box 199
Mount Prospect, IL 60056

Educational Film Library Association, Inc.
250 West 57th Street
New York, NY 10019

Educational Enrichment Materials, Inc.
83 East Avenue
Norwalk, CT 06851

Educational Horizons Press
Box 751
Melville, NY 11746

Educational Innovations, Inc.
416 W. Pascaquola
P.O. Box 3171
Jackson, MI 39207
Telephone: (601) 355-9681

Educational Properties, Inc.
P.O. Box DX
Irvine, CA 92664

Educational Progress Corp.
8538 East 41st Street
Tulsa, OK 74415

Educational Progress Services, Inc.
Randolph, WI 53956

Educational Reading Service
320 Route 17
Nahwah, NJ 07430

Educational Record Sales
157 Chambers Street
New York, NY 10007

ERC
Educational Research Corporation
55 Chapel Street
Newton, MA 02158

Educational Resources Information Center
Clearinghouse on Counseling and
Personnel Services
611 Church Street
Ann Arbor, MI 48104

Educational Resources, Inc.
P.O. Box 353
Old Chelsea Station
New York, NY 10011

Encyclopedia Britannica Films
425 North Michigan
Chicago, IL 60611

Educational Systems for Industry
4933 Auburn Avenue
Bethesda, MD 20014

ETS
Educational Testing Service
Princeton, NJ 08540

Enablers, Inc.
1234 Baker Building
706 Second Avenue S
Minneapolis, MN 55402

Encyclopedia Britannica Ed. Corp.
425 N. Michigan Avenue
Chicago, IL 60611

Engineering Foundation
Taylor Hall, 159
University of Texas
Austin, TX 78700

Eye Gate House, Inc.
146-01 Archer Avenue
Jamaica, NY 11435

Farm Film Foundation
1425 M. Street NW
Washington, D. C. 20005

Farrar, Straus & Giroux, Inc.
19 Union Square W
New York, NY 10003

Ferguson, J. G. Publ. Company
Six N. Michigan Avenue
Chicago, IL 60602

Fidelity Products Company
705 Pennsylvania Avenue S
Minneapolis, MN 55426

Field Educational Publications, Inc.
902 South Westwood Avenue
Addison, IL 60101

Film Associates
11559 Santa Monica Blvd.
Los Angeles, CA 90025

Films, Inc.
1144 Wilmette Avenue
Wilmette, IL 60091

Finney Company
3350 Gorham Avenue
Minneapolis, MN 55426

Fine Arts Productions
241 E. 24th Street
New York, NY 10022

Firestone Tire & Rubber Company
1200 Firestone Parkway
Akron, OH 45417

Follett Publishing Company
1000 N. Washington Blvd.
Chicago, IL 60601

Ford Motor Company
Service Training Department
Central Office Building
The American Road
Dearborn, MI 48121

Franklin Watts, Inc.
845 Third Avenue
New York, N.Y. 10022

The Free Press
866 Third Avenue
New York, NY 10022

Frith Films
1816 North Highland Avenue
Hollywood, CA

Garden City Books (Doubleday)
Garden City, NY 11530

General Electric
Educational Relations Service
1 River Road
Schenectady, NY 12300

General Learning Corp.
250 James Street
Morristown, NJ 07960

General Motors, Corp.
Public Relations Staff
Detroit, MI 48202

George A. Pflaum Publ.
38 W. Fifth Street
Dayton, OH 45402

Girl Scouts, Inc.
Visual Aids Services
155 East 44th Street
New York, NY 10000

Goodrich, B. F., Company
Akron, Ohio 45417

Gordon Flesch Company
225 Beltline Highway N
Madison, WI 53713

Great Plains National Instructional
Television Library
P.O. Box 80669
Lincoln, NB 68501

Greenhaven Press
Box 831
Anoka, MN 55303

Grosett & Dunlop Publ. Company
51 Madison Avenue
New York, NY 10010

The Gryphon Press
Highland Park, NJ 08904

Guidance Associates
Pleasantville, NY 10570

Guidance Publications
1607 New Hampshire Avenue NW
Washington, D. C. 20009

Halewyn Films
106 John Street
Toronto, Canada

Harcourt, Brace & World, Inc.
757 Third Avenue
New York, NY 10017

Harper and Row, Publ.
2500 Crawford Avenue
Evanston, IL 60201

Harper and Row, Publ.
Keystone Industrial Park
Scranton, PA 18512

Harvard Student Agencies, Inc.
2 Trowbridge Street
Cambridge, MA 02138

Harvard University Press
79 Garden Street
Cambridge, MA 02138

Hawaii Department of Education
Office of Instructional Services
Honolulu, HA 96804

Hawthorne Books, Inc.
70 Fifth Avenue
New York, NY 10011

H. C. Johnson Press, Inc.
2801 Eastrock Drive
P.O. Box 5566
Rockford, IL 61125
Telephone: (815) 397-0800

Health Careers Program
P.O. Box 289
Madison, WI 53701

Henk Newenhouse, Inc.
1825 Willow Road
Northbrook, IL 60093

Hitachi
Midwestern Regional Office
1400 Morse Avenue
Elk Grove Village, IL 60007
Telephone: (312) 593-1550

Hoffman Occupational Learning System
3613 Robin Lane
Hopkins, MN 55343

Holt, Rinehart & Winston
383 Madison Avenue
New York, NY 10017

Human Resource Dev. Press
Box 222
Amherst, MA 01002

Human Resource Consultants
1950 Allison Park Drive
Richland Center, WI 53581

Houghton-Mifflin Company
1900 South Batavia Avenue
Geneva, IL 60134

Houghton-Mifflin Company
2 Park Street
Boston, MA 02107

IMCO Incorporated
Green Lake, WI 54941

Imperial Film Company, Inc.
Box 358, Rt. 5
Osseo, MN 55369
Telephone: (612) 425-4632

Imperial International Learning
P.O. Box 548
Kankakee, IL 60901

Information Resources Press
2100 M Street NW
Washington, D. C. 20037

Indiana Employment Security Div.
Indiana State Employment Service
10 North Senate Avenue
Indianapolis, IN 46204

Indiana University
Audio Visual Center
Bloomington, IN 47401

Instructional Dynamics, Inc.
166 E. Superior Street
Chicago, IL 60611

Institute of International Education
809 United National Plaza
New York, NY 10017

Institute for Research
537 S. Dearborn Street
Chicago, IL 60600

International Film Bureau
332 South Michigan Avenue
Chicago, IL 60604

International Teaching Tapes, Inc.
Educational Development Corp.
P.O. Drawer 865
Lake Land, FL 33803
Phone: (813) 646-5707

Instruction Media Company
P.O. Box 185
Green Lake, WI 54941

International Communications
Division of Doubleday
Santa Anna, CA 92705

Interstate Printers and Publishers, Inc.
1927 North Jackson Street
Danville, IL 61832

I. P. D. Publishing Company, Inc.
461 Park Avenue S.
New York, NY 10016

Iowa State University Press
Press Building
Ames, IA 50010

Jam Handy, Inc.
2861 East Grand Blvd.
Detroit, MI 48211

J. C. Penney Company
Educational and Consumer Relations
1301 Avenue of the Americas
New York, NY 10019

Johnson Publishing Company
428 S. Wilbur
Mesa, AZ
Telephone: (602) 964-6392

Julian Messner
One West 39th Street
New York, NY 10018

The Johns Hopkins Press
Baltimore, MD 21218

Johnson Press, Inc.
Voc. Ed. Division
P.O. Box 4156
1800 Broadway
Rockford, IL

Jossey-Bass, Inc.
615 Montgomery Street
San Francisco, CA 94111

King Features
235 East 45th Street
New York, NY 10017

B. Klein Publications, Inc.
13 Third Street
Rye, NY 10580

Alfred A. Knopf, Inc.
201 E. 50th Street
New York, NY 10022

Knowledge Aid
6633 W. Howard St.
Niles, IL 60648

Lawren Productions, Inc.
P.O. Box 15424
Burlingame, CA 94010

Lennox Industries, Inc.
P.O. Box 250
Marshalltown, IA 50158

Lippincott, J. B. Company
E. Washington Square
Philadelphia, PA 19105

Lothrop Publishing Company
105 Madison Avenue
New York, NY 10016

Louis DeRochemont Assoc., Inc.
18 E. 48th Street
New York, NY 10017

Love Publishing Company
6635 East Villanova Place
Denver, CO 80222

Lyons and Carnahan
Ed. Div.-Meredith Corporation
407 E. 25th Street
Chicago, IL 60616

Mar Media, Inc.
4401 Centre Avenue
Pittsburgh, PA 15213

3M Business Products Sales, Inc.
1620 East 78th Street
Minneapolis, MN 55423

McCormick Mathers
300 Pike Street
Cincinnati, OH 45202

Macalester Park Publishing Company and
Bookstore
1571 Grand Avenue
St. Paul, MN 55105
Telephone: (612) 698-8877

Maine Coop. Extension Service
University of Maine
Orono, ME 04473

Manpower Administration
U.S. Department of Labor
Washington, D.C. 20210

Marquis Academic Media
200 East Ohio Street
Chicago, IL 60672

McGraw-Hill Books Company
330 W. 42nd Street
New York, NY 10036

McGraw-Hill Films
330 W. 42nd Street
New York, NY 10036

McKnight Publishing Company
Route 66 and Towanda Avenue
Bloomington, IL 61701

Melmont Publishers, Inc.
1224 North Van Buren Street
Chicago, IL 60607

Merchandiser Film Prod.
419 Park Avenue S.
New York, NY 10016

Michigan Employment Security Comm.
Employment Service Division
7310 Woodward Avenue
Detroit, MI 48202

Milady Publishing Company
3839 White Plains Road
Bronx, NY 10467

Minnesota Department of Education
Pupil Personnel Services
Division of Instruction
Capitol Square Building
St. Paul, MN 55101

Minnesota State Employment Services
390 North Robert Street
St. Paul, MN 55101

Missouri Department of Labor and
Industrial Relations
Division for Employment Security
Box 59
Jefferson City, MO 65101

Modern Talking Pictures
2323 New Hyde Park Road
New York, NY 11040

Modern Talking Picture Services, Inc.
1212 Avenue of the Americas
New York, NY 10036

NACAC
National Association of College
Admissions Counselors
9933 Lawler Avenue, Suite 500
Skokie, IL 60076

NAFSA
National Association for Foreign Student
Affairs
1860 19th Street, NW
Washington, D.C. 20092

NASFAA
National Association for Student
Financial Aid Administrators
Lafayette, IN 47907

NASPA
National Association of Student
Personnel Administrators
Portland State University
P.O. Box 751
Portland, OR 97207

NAWDC
National Association of Women
Deans and Counselors
1201 Sixteenth Street NW
Washington, D.C. 20036

National Archives and Record Service
National Audiovisual Center
Washington, D.C. 20409

National Association of College and
University Business Officers
One DuPont Circle
Washington, D.C. 20036

National Association of Home Builders
1627 K Street, NW
Washington, D.C. 20006

National Association of Manufacturers
277 Park Avenue
New York, NY 10017

National Association of Trade and
Technical Schools
2021 L Street NW
Washington, D.C. 20036

National Career Consultants, Inc.
9978 Monroe Drive
Dallas, TX 75220
Telephone: (214) 350-7046

National Center for Audio Tapes
University of Colorado
Stadium Building, Room 319
Boulder, CO 80302

National Committee for Careers
in Medical Technology
1501New Hampshire Avenue NW
Washington, D.C. 20036

National Education Association
1201 16th Street NW
Washington, D.C. 20036

National Education Media, Inc.
3518 W. Cahuenga Blvd.
Hollywood, CA 90068

National Merit Scholarship Corporation
990 Grove Street
Evanston, IL 60201

National Voc.-Guidance Association
1607 New Hampshire Avenue NW
Washington, D.C. 10009

Nelson, Thomas & Sons
Copeward and Davis Streets
Camden, NJ 08103

Neubacher Productions
10609 Bradbury Road
Los Angeles, CA 90064

Newist
Vocational Guidance Division
Instructional Services Bldg.
Green Bay, WI 54302

New York Life Insurance Co.
Career Information Service
Box 51
Madison Square Station
New York, NY 10010

New York State Department of Labor
370 7th Avenue
New York, NY

Nightengale-Conant Corp.
The Human Resource Co.
4545 Scott Avenue N.
Minneapolis, MN

Occupational Awareness
Box 5098
Los Angeles, CA 90055

Occupational Outlook Service
Bureau of Labor Statistics
U.S. Department of Labor
Washington, D.C. 20212

Ohio Division of Guidance and Testing
State Department of Education
751 Northwest Boulevard
Columbus, OH 43212

Ohio State Bureau of Employment Services
145 South Front Street
Columbus, OH 43215

Oklahoma Department of Education
Oklahoma City, OK 73105

Olympus Publishing Company
Salt Lake City, UT 84111

Oregon State University Press
101 Waldo Hall
P.O. Box 689
Corvallis, OR 97330

Owen F. A. Publ. Company
Dansville, NY 14437

Oxford Book Company
11 Park Place
New York, NY 10007

Oxford Films, Inc.
1136 Las Palmas Avenue
Los Angeles, CA 90038

Pat Dowling Pictures
1056 South Robertson Blvd.
Los Angeles, CA 90000

Palmer Publications
25 W. 45 Street
New York, NY 10036

Pathescope Ed. Films, Inc.
71 Weyman Avenue
New Rochelle, NY 10802

Paul S. Amidon & Assoc. Inc.
4329 Nicollet Avenue S.
Minneapolis, MN 55409
Telephone: (612) 827-2901

F. E. Peacock Publishers, Inc.
Itasca, IL 60143

Personnel Services
P.O. Box 306
Jaffrey, NH 03452

Pflaum/Standard-Pflaum Publishing
2285 Arbor Blvd.
Dayton, OH 45439

Phoebe James Rhythm Records
Box 904
Mentone, CA 92359

Popular Science Audio-Visuals
5235 Ravenswood Avenue
Chicago, IL 60640

Porter Sargent
11 Beacon Street
Boston, MA 02108

Prakken Publications Inc.
Ann Arbor, MI 48107

Prentice-Hall, Inc.
Englewood Cliffs, NJ 07632

Prudential Insurance Company of America
Box 36
Newark, NJ 07101

Psychological Cinema
Register the Penn State University
University Park, PA 16802

Psychological Corporation
304 E. 45th Street
New York, NY 10017

Public Affairs Pamphlets
381 Park Avenue S.
New York, NY 10016

Putnam's G. P. Sons
200 Madison Avenue
New York, NY 10016

Public Affairs Press
419 New Jersey Avenue S.E.
Washington, D.C. 20001

Quadrangle Books
299 West 43rd Street
New York, NY 10036

Radio House
University of Texas Press
Box 7819
University Station
Austin, TX 78712

R. A. Stone Products
18279 Livernois
Detroit, MI 48221

Random House School and Library Service
201 East 50th Street
New York, NY 10022

Reelife Productions
1809 Via Visalia
Palo Verdes Estates, CA 90275

Regents Publishing Company
Division of Simon & Schuster, Inc.
200 Park Avenue S.
New York, NY 10003

Research Press Company
CFS P.O. Box 3177
Champaign, IL 61820
Telephone: (217) 352-3272

Reynolds Metal Company
Richmond, VA

R. L. Polk and Company
130 4th Avenue N.
Nashville, TN 37219

Richard Rosen Press, Inc.
29 East 21st Street
New York, NY 10010

Robbinsdale Public Schools
Robbinsdale, MN 55427

Ronald Press Company
79 Madison Avenue
New York, NY 10016

St. Paul Public Library
90 West Fourth Street
St. Paul, MN 55102

San Diego County
Department of Education
Audio-Visual Service
San Diego, CA

Saskatchewan Newstart Inc.
154 8th Street E.
Prince Albert, Sask. (SGV-5T2)
Telephone: (306) 764-5241

Schocken Books
200 Madison Avenue
New York, NY 10016

Scholastic Book Services
904 Sylvan Avenue
Englewood Cliffs, NJ 07632

Scholarship Information Center
University of North Carolina
Chapel Hill, NC 27514

Science Research Associates
259 East Eric Street
Chicago, IL 60611

Screen Scope, Inc.
3518 P Street
Washington, D.C. 20007

Scribner's, Charles Sons
597 Fifth Avenue
New York, NY 10017

The Seabury Press
815 Second Avenue
New York, NY 10017

Sears Roebuck Foundation
7435 Skokie Boulevard
Skokie, IL 60076

Seattle Public Schools
Seattle, WA

Severy Publishing Company
208 N. Champion Place
Alhambra, CA 91801

Sextant Systems, Inc.
3048 North 34th Street
Milwaukee, WI 53210

Silver Burdett Company
Park Avenue and Columbia Road
Morristown, NJ 07960

Simon and Schuster, Inc.
630 Fifth Avenue
New York, NY 10020

Singer Education Division
Education Systems
Rochester, NY 14604

Society and Mankind
Two Holland Avenue
White Plains, NY 10603

Society for Visual Education, Inc.
1345 Diversity Parkway
Chicago, IL 60614

South-Western Publishing Company
355 Conde Street
West Chicago, IL 60185

Stanton Films
7934 Santa Monica Blvd.
Los Angeles, CA 90046

State of Minnesota
Documents Section
140 Centennial Building
St. Paul, MN 55155

Steck-Vaughn Company
Austin, TX 78700

Success Motivation Institute
P.O. Box 7614
Waco, TX

Superintendent of Documents
Washington, D.C. 20402

Teachers College Press
Columbia University
1234 Amsterdam Avenue
New York, NY 10027

Techpower Inc.
4620 West 77th Street
Minneapolis, MN 55435

Texas State Department of Education
Capitol Station
Austin, TX 78711

Trident Press
630 Fifth Avenue
New York, NY 10020

Troll Associates
East 64 Midland Avenue
Paramus, NJ 97652

United Airlines
Director of Personnel
Executive Offices
P.O. Box 66100
Chicago, IL 60666

Universal Education and Visual Arts
100 Universal City Plaza
University City, CA 91608

United World Films, Inc.
221 Park Avenue South
New York, NY 10003

Universities and Colleges of Canada
151 Slater Street
Ottawa 4, Canada

University of California
Extension Media Center
Berkeley, CA 94720

University of Florida Press
15 NW 15th Street
Gainesville, FL 32601

University of Minnesota
Department of Audio-Visual Extension
2037 University Avenue S.E.
Minneapolis, MN 55455

University of Wisconsin — LaCrosse
Film Library, A-V Center
LaCrosse, WI 54601

The University of Wisconsin Press
Box 1379
Madison, WI 53701

U.S. Air Force Headquarters
Recruiting Service
Randolph Air Force Base, TX 78148

U. S. Army
Army Opportunities
Hampton, VA 23669

U. S. Department of Agriculture
Washington, D.C. 20250
U. S. Government Film Service

U. S. Office of Education
DuArt Film Laboratories
245 West 55th Street
New York, NY 10019

U. S. Government Printing Office
Superintendent of Documents
Washington, D. C. 20402

Valient, Inc.
237 Washington Avenue
Hackensack, NJ 07602

Viking Press, Inc.
625 Madison Avenue
New York, NY 10022

Visual Ed. Consultants
2066 Helena Street
Madison, WI 53701

Visual Materials, Inc.
Redwood City, CA 94063

Vocational Biographies Inc.
P.O. Box 146
Sauk Centre, MN 56378

Vocational Films
111 Euclid Avenue
Park Ridge, IL 60068

Vocational Guidance Manuals
235 East 45th Street
New York, NY 10017

Vocational Psychology Research
Department of Psychology
University of Minnesota
Minneapolis, MN 55455

Vocational-Technical Learning Materials
Bro-Dart
1609 Memorial Avenue
Williamsport, PA 17701

Wadsworth Publishing Company
10 Davis Drive
Belmont, CA 94002

Wallace Puppet Films
District Athena Films
165 West 46th Street
New York, NY 10019

Webster-McGraw-Hill Book Company
1221 Avenue of the Americas
New York, NY 10020

Western Psychological Services
12031 Wilshire Blvd.
Los Angeles, CA 90025

Western Publishing Company
850 Third Avenue
New York, NY 10022

Weston Walch, Publisher
Box 658
Portland, ME 04104

Wiley Education
John Wiley & Sons, Inc.
P.O. Box 417
Somerset, NJ 08873

William Morrow and Company
105 Madison Avenue
New York, N.Y. 10016

Whitman, Albert & Company
560 W. Lake Street
Chicago, IL 60606

Winston Press
25 Groveland Terrace
Minneapolis, MN 55403

Wisconsin Department of Public Instruction
126 Langdon Street
Madison, WI 53702

Wisconsin State Employment Service
Occupational Analysis Field Center
310 Price Place
Madison, WI 53705

World Book Encyclopedia
Merchandise Mart Plaza
Chicago, IL 60054

World Publishing Company
2231 West 110th Street
Cleveland, OH 44102

Young America Filmstrips
c/o McGraw-Hill Book Company
330 West 42nd Street
New York, NY 10036

Young People's Records
Children's Record Guild
100 6th Avenue
New York, NY 10013

Xerox Corporation
245 Long Hill Road
Middletown, CT 06457

CAREER INFORMATION SYSTEMS

Minnesota State Career Resources

Advancement in technology has now made its impact on career education through the use of the computer and telephone. The computer, via a state-wide communication network, now makes it possible to instantly access information on occupations, four-year colleges, two-year colleges, vocational schools, scholarship and financial aid. Telephone hotlines for the University of Minnesota, state college system and state area technical-vocational institutes makes it possible to obtain information about educational opportunities.

COMPUTERIZED CAREER INFORMATION

The Guidance Information System has been developed by the Time Share Corporation, and is operated as a component of the Minnesota Educational Computing Consortium (MECC). MECC is officed at 4925 Sather Street, St. Paul, Minnesota 55113.

Specific information about the system can be obtained by contacting Dr. Ken Brumbaugh at 296-2789. Operationalizing the system requires the lease or purchase of a computer terminal, access to a telephone line (separate line preferred), power outlet and the purchase of the Guidance Information System Study Guides ($2.00 per copy).

The Guidance Information System allows the student to examine large data files stored in a computer, and to study the ways in which their reasons for choosing schools and occupations effects the variety of opportunities available to them. At a terminal, usually located in or near the Career Resource Center, a student and/or his counselor may type specific instructions requesting the desired information. The computer responds to each question by typing the appropriate responses from its centrally stored data files.

By relaying instructions to the computer, it will send back instantaneous responses. This communication method allows the student to get instant feedback, which will aid him/her in the decision making process. Two features of this system that should be emphasized are the rapid speed with which information is returned to the student and vast source of data that is available to be tapped.

The interactive nature of this system is unique, in that it provides the student with an opportunity to continuously change and direct the instructions to the computer. This control allows the decision making to rest where it belongs, in the mind of the student.

This application of technology closes the communication gap between the student with the questions and the computer with its vast factual information, resulting in more effective decision making.

The time saving provided by the Guidance Information System increases opportunities for students and counselors to discuss the significance of this information and its relationship to the student's career planning.

The Guidance Information System is a dynamic tool of technology that will initially promote student inquiry into career planning and significantly enhance the usefulness of other career resources such as the **Occupational Outlook, Handbook, The Dictionary of Occupational Titles,** post-high school training catalogs, and others. The computer functioning in this manner operates as a "data disseminator", allowing the counselor to serve as a "data interpreter" and to assist with the student's academic and personal problems.

Looking to the future development of this computer system, we will see the implementation of Guidance Information System II (GIS II) which was designed to help counselors overcome the problem of managing and maintaining an up-to-date career information system. The GIS II system is an integrated system with a data base of information on the computer, supported by materials which include microfiche or microfilm, sound filmstrips, kits and publications. All of these components are intended to provide meaningful career exploration and decision making experiences for students.

The following materials provide useful information about computer assisted programs:

Career Guidance: An overview of Alternative Approaches, Robert E. Campbell and Louise Vetter Information Series 45, Vt 013 479 ERIC Clearinghouse on Vocational and Technical Education. 1971.

Computer-Assisted-Counseling, Super, Donald E., Teacher's College Press, Columbia University, 1970, pp. 133.

"Computer Based Systems for Career Guidance and Information: A Status Report", Arthur M. Kroll, **Focus Guidance** Vol. 5, No. 10, June, 1973.

Computer-Based Vocational Guidance System, U. S. Department of Health Education and Welfare — Office of Education, Washington, D. C., 1969.

Guidance Information System (GIS)

Time Share Corporation, 1975

Minnesota Vocational and Technical School Information Supplement to Student Study Guide (GIS)

Prepared by:

Minnesota School Districts Data Processing Joint Board

1925 West County Road B2, St. Paul, MN 55113

"Technology in Guidance"

The Personnel and Guidance Journal

November, 1970, Vol. 49, No. 3

Tested Practices: Computer Assisted Guidance Systems, Joann Harris edt., National Vocational Guidance Association, Washington, D. C., 1972.

TELEPHONE HOTLINES

Telephone Hotlines currently provide information about:

1. Current openings — waiting lists
2. Length of Course
3. Starting Date
4. Description of Course
5. General Information about the Institution
   Phone Number
   Address
   Counselor's name
6. Entrance Requirements
7. Information on helpful school courses
8. Job Opportunities

Telephone inquires about the University of Minnesota, State Colleges and Minnesota Area Vocational Technical Institutes can be made by telephoning:

University of Minnesota
(Minneapolis Campus)
373-2851

Minnesota State College Hotline
(Fast Information on the 7 State Colleges — Bemidji, Mankató, Moorhead, Metropolitan, St. Cloud, Southwest and Winona)
296-6277 (Metropolitan Number)
1-800-652-900 (Toll-free State-wide Number)

Minnesota Area Vocational Technical Institute Hotline
296-6481 (Metro Area)
1-800-652-9021 (Toll-free State-wide Number)

MINNESOTA DEPARTMENT OF EDUCATION
PUPIL PERSONNEL SERVICES SECTION

Career Guidance Information Bibliography

This section includes portions of the 1974 revised version of A Bibliography of Selected Career Guidance Materials prepared by J. H. Kerlan, Consultant, Pupil Personnel Services Section, Minnesota Department of Education. It was selected particularly for use in this guide for its coverage of:

1. General Bibliographies of Materials
2. Educational Directories and Guides
3. Vocational Technical Schools
4. Minnesota State Publications
5. U. S. Government Publications
6. Financial Aid
7. Military Sources

Note: Each of these sections has been edited by the authors to avoid duplicating material found in other parts of this guide.

General Bibliographies of Materials

— **Audio-Visual Guidance Materials.** An Annotated Bibliography and Directory of Minnesota Sources, Minnesota Department of Education. 1969. Out of print.

— **Directory of Occupational Titles.** Volume I and II, U. S. Manpower Services, Washington, D. C. $9.25.

— **Minnesota Licensed Occupations.** Minnesota Manpower Services, Fourth and Robert, St. Paul, MN 55101. 1971. Free on request.

— **Occupational Literature: An Annotated Bibliography.** Gertrude Forrester, H. W. Wilson and Company, New York, New York. 1971. $15.00.

— **The Counselor's Guide to Occupational and Other Manpower Information.** Bulletin 1421, U. S. Department of Labor, Washington, D. C. 1969. $1.00.

— **The Occupational Index.** Personnel Services, Inc., P. O. Box 306, Jaffrey, New Hampshire 03452. $10.50 annual subscriptions.

Military Sources

— **A Guide to Occupational Training.** U. S. Marine Corps, Local Recruiting Stations. Free on request.

— **Army Opportunities.** U. S. Army, Army Opportunities, Hampton, Virginia 23366. Free on request.

— **Educational Opportunities in the U. S. Air Force.** U. S. Air Force Headquarters, Recruiting Service, Randolph Air Force Base, Texas 78148. Free on request.

— **High School New Service Report.** Department of Defense, High School News Service, Building 1-B, Great Lakes, Illinois. Free on request.

— **High School News Service Topic.** Department of Defense, High School News Service, Building 1-B, Great Lakes, Illinois. Free on request.

— **Navy Career Planning.** Sixth edition, U. S. Navy Bureau of Naval Personnel, Washington, D. C. Free on request.

— **United States Air Force Airman Occupational Handbook.** U. S. Air Force Headquarters, Recruiting Station, Randolph Air Force Base, Texas 78148. Free on request.

Educational Directories and Guides

— **American Junior Colleges.** Edmund J. Gleazer, American Council on

Education, One DuPont Circle, Washington, D. C. 20036. 11th edition. $38.00.

— **Barron's Guide to the Two Year Colleges.** R. William Graham, Woodbury, New York. 1972. $3.95. Paperback.

— **Catholic Colleges and Universities Directory.** Catholic College Bureau, 1856 West Fifth Street, Winona, Minnesota 55987. 1971. $2.00.

— **College Entrance Guide.** Bernice W. Einstein, Grosset and Dunlap, Inc., New York, New York. 1972. $4.95. Paperback.

— **College Guide for Jewish Youth.** B'nai B'rith Vocational Service, 1640 Rhode Island Avenue NW, Washington, D. C. 20036. 1969. $4.00.

— **College Handbook.** Douglas D. Dillenback and Sue Wetzel, College Entrance Examination Board, New York, New York, 1972. $9.50.

— **Post-Secondary Training Information Guide, 1975.** Minnesota Guidance Series, Minnesota Department of Education, St. Paul, Minnesota 55101.

— **Comparative Guide to American Colleges.** James Cass and Max Birnbaum, Harper and Row, Publishers, New York, New York, 10016. 1973. $5.95. Paperback.

— **Comparative Guide to Engineering Programs.** James Cass and Max Birnbaum, Harper and Row, Publishers, New York, New York 10016. 1972. $4.95. Paperback.

— **Comparative Guide to Programs in Biological Sciences and Chemistry.** James Cass and Max Birnbaum, Harper and Row, Publishers, New York, New York 10016. 1972. $4.95. Paperback.

— **Comparative Guide to Programs in Earth Sciences, Physics and Astronomy.** James Cass and Max Birnbaum, Harper and Row, Publishers, New York, New York 10016. 1972. $4.95. Paperback.

— **Comparative Guide to American Colleges: Professional and Guidance Edition.** James Cass and Max Birnbaum, Harper and Row, New York, New York 10016. 1973. $15.00.

— **Directory for Exceptional Children.** 7th edition. Porter Sargent Publisher, 11 Beacon Street, Boston, Massachusetts 02108. 1972. $14.00.

— **Educational Resources for the Handicapped.** Norman Feingold, B'nai B'rith Vocational Service, 1640 Rhode Island Avenue NW, Washington, D. C. 20036. 1964. $.50.

— **Education Director — Higher Education.** Office of Education of the Department of Health, Education and Welfare, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402. $3.75.

— **Handbook on Private Schools.** 54th edition, Porter Sargent Staff, 11 Beacon Street, Boston, Massachusetts 01208. 1973. $16.00.

— **Guide to Summer Camps and Summer Schools.** 18th edition, Porter Sargent Publisher, 11 Beacon Street, Boston, Massachusetts 01208. 1973. $3.00. Paperback.

— **K-12 Guide for Integrating Career Development Into Local Curriculum.** Harry N. Drier and Association, Charles A. Jones Publishing Co., 4 Village Green SE, Department M. 4000A, Worthington, Ohio. 1972. $9.25.

— **Lovejoy's Career and Vocational School Guide.** Clarence Lovejoy, Simon and Schuster, New York, New York. 1973. $3.95. Paperback.

— **Lovejoy's College Guide.** Clarence Lovejoy, Simon and Schuster, New York. 1970. $4.95. Paperback.

— **1975 Employment.** Minnesota Manpower Services, Research and Planning, St. Paul, Minnesota 55101. 1970. Free on request.

— **Profiles of American Colleges.** Barron's Educational Series, Inc., 113 Crossways Park Drive, Woodbury, New York, New York 11797. 1971. $4.59. Paperback.

— **The NACAC Handbook of Member Colleges and Universities.** National Association of College Admissions Counselors, 9933 Lawler Avenue, Suite 500, Skokie, Illinois 60076. $9.00 to members. $15.00 to non-members.

— **The College Blue Book.** 13th edition. Christian E. Burchel, Editor, C. C. M. Information Corporation, New York, New York. 1970. $99.00 per set.

— **The New American Guide to Colleges.** Gene R. Hawes, Columbia University Press, New York, New York. 1966. $8.95.

Vocational-Technical Schools

— **A Brochure of Minnesota's Area Vocational-Technical Institutes.** Minnesota Department of Education, Capitol Square Building, St. Paul, Minnesota 55101. 1974-76. Free on request.

— **Careers Ahead.** Minnesota Department of Education, Capitol Square Building, St. Paul, Minnesota 55101. 1974. Free on request.

— **Directory of Courses Offered in Area Vocational-Technical Schools.** Elizabeth Fuller, Ed., Richard Fuller, Julius Kerlan, G. Dean Miller, Documents Section, Room 140, Centennial Building, St. Paul, Minnesota 55155. $6.50

— **Directory of Private Home Study Schools.** National Home Study Council, 1601 Eighteenth Street Northwest, Washington, D. C. 20036. 1974. Free on request.

— **Directory of Vocational Training.** James M. Murphy, Science Research Association, Inc., 259 East Erie Street, Chicago, Illinois 60611. 1964. $3.50.

— **How to Select a Private Vocational School.** American Personnel and Guidance Association, 1607 New Hampshire Avenue NW, Washington, D. C. 20009. 1974. $.75 per copy.

— **Minnesota Schools.** Veterans Training Unit, Minnesota Department of Education, St. Paul, Minnesota 55101. 1970. Free on request.

— **Paramedical Training in Minnesota.** Minnesota Guidance Series, Minnesota Department of Education, Pupil Personnel Services Section, St. Paul, Minnesota 55101. 1972. Out of print.

— **Going Somewhere.** Minnesota Department of Education, Capitol Square Building, St. Paul, Minnesota 55101. 1972. Out of print.

Minnesota State Publications

— **Apprenticeship Information Handbook.** Career Information Unit, Minnesota Department of Manpower Services, 390 North Robert Street, St. Paul, Minnesota 55101. Free.

— **Apprenticeship Opportunities for You.** Pupil Personnel Services Section, Minnesota Guidance Series, Capitol Square Building, St. Paul, Minnesota 55101. Out of print.

— **Administrator's Guidance Handbook.** Minnesota Guidance Series, Documents Section, Room 140, Centennial Office Building, St. Paul Minnesota 55101. 1961. Out of print.

— **A Resource Guide for Career Development in the Junior High School.** Pupil Personnel Services Arland Benson, Minnesota Guidance Series, Pupil Personnel Services Section, St. Paul, Minnesota. 1972. $2.50 outside Minnesota. May be purchased from Documents Section, Room 140, Centennial Building, St. Paul, Minnesota 55155.

— **A Resource Guide for Career Development in the Senior High School.** Arland Benson, Minnesota Guidance Series, Pupil Personnel Services Section, St. Paul, Minnesota. 1973. Out of print.

— **Career Awareness in the Elementary School.** Owatonna Elementary Schools, Pupil Personnel Services Section, Minnesota Guidance Series, Capitol Square Building, St. Paul, Minnesota 55101. 1973. Out of print.

— **Career Development through English Experiences — A Career Learning Opportunities Guide for the Junior High School.** Paul Anderson, Mary Antholz, L. Sunny Hansen, Mary K. Klaurens, Phyllis E. Kragseth, and W. W. Tennyson, Minnesota Guidance Series, Pupil Personnel Services Section, Capitol Square Building, St. Paul, Minnesota 55101. 1974.

— **Career Development through Home Economics — A Career Education Learning Opportunities Guide for the Junior High School.** Julie Sunstad, L. Sunny Hansen, Mary K. Laurens, and W. W. Tennyson. Minnesota Guidance Series, Pupil Personnel Services Section, Capitol Square Building, St. Paul, Minnesota 55101. 1974.

— **Career Development through Industrial Education Experiences — A Career Education Learning Opportunities Guide for the Junior High School.** F. Marion Asche, Donald Irwin, L. Sunny Hansen, Mary K. Klaurens, and W. W. Tennyson. Minnesota Guidance Series, Pupil Personnel Services Section, Capitol Square Building, St. Paul, Minnesota 55101. 1974.

— **Career Development Resource Guide.** Kenneth Held and Shirley Miller, Pupil Personnel Services Section, Capitol Square Building, St. Paul, Minnesota 55101. In print.

— **Career Development Resource Materials K-6.** Roseville Area Schools project, Minnesota Guidance Series, Pupil Personnel Services Section, Capitol Square Building, St. Paul, Minnesota. 1972. (Free on request to Minnesota schools.) $1.00 outside of Minnesota — available from Documents Section, Room 140, Centennial Office Building, St. Paul, Minnesota 55155.

— **Career Education in the Elementary School.** Gerald Kleve, Julius Kerlan, G. Dean Miller, William Stock, Minnesota Guidance Series, Pupil Personnel Services, Capitol Square Building, St. Paul, Minnesota 55101. 1973. (Free to Minnesota schools on request.) $1.25 outside of Minnesota — available from Documents Section.

— **Career Opportunities through Apprenticeship.** Glen Grau and J. H. Kerlan, Editors, Minnesota Guidance Series, Pupil Personnel Services Section, Capitol Square Building, St. Paul, Minnesota. 1972. Out of print.

— **Classroom Guidance: An Introductory Approach to Humanistic Education.** Marlowe Smaby, Moy Gum and Armas Tamminen, Pupil Personnel Services Section. Minnesota Department of Education, St. Paul, Minnesota 55155. 1975. In print. Cost unavailable.

— **Developmental Guidance Materials for the Elementary School.** Pupil Personnel Services Section, Capitol Square Building, St. Paul, Minnesota 55101. In print.

— **Post-Secondary Training Information Guide, 1975.** Pupil Personnel Services, Minnesota Guidance Series, Documents Section, Room 140, Centennial Office Building, St. Paul, Minnesota 55155. Cost unavailable.

— **Counseling Is.** Minnesota Guidance Series, Documents Section, Room 140, Centennial Office Building, St. Paul, Minnesota 55155. 1971. $.25.

— **Counselor's Handbook.** Edited; Reynold Erickson, Julius Kerlan, G. Dean Miller, Minnesota Guidance Series, Documents Section, Room 140, Centennial Office Building, St. Paul, Minnesota 55155. 1962. $2.85.

— **Directory of Minnesota School Personnel for Guidance and Personnel Services.** Julius H. Kerlan, Minnesota Guidance Series, Documents Section, Room 140, Centennial Office Building, St. Paul, Minnesota 55155. 1974. $1.50.

— **Elementary Guidance Bibliography.** T. T. Latchaw, Minnesota Guidance Series, Documents Section, Room 140, Centennial Office Building, St. Paul, Minnesota 55155. 1968. Free on request.

— **Elementary Guidance Counselor: A Development Model.** Moy F. Gum, Minnesota Guidance Series, Pupil Personnel Services Section, Capitol Square Building, St. Paul, Minnesota 55101. 1969.

— **Elementary School Guidance: Demonstration and Evaluation.** G. Dean Miller, Moy F. Gum, Minnesota Guidance Series, Pupil Personnel Services, Capitol Square Building, St. Paul, Minnesota 55101. 1972. (Free on request to Minnesota schools — single copy.) $5.00 outside of Minnesota.

- **Additional Studies in Elementary School Guidance.** G. Dean Miller, Editor, Minnesota Guidance Series, Pupil Personnel Services, Capitol Square Building, St. Paul, Minnesota 55101. 1973. (Free to Minnesota schools on request.) $6.50 outside of Minnesota — available from Documents Section.
- **Facilitating Learning and Individual Development: Toward Theory for Elementary Guidance.** Armin Grams, Minnesota Guidance Series, Documents Section, Centennial Office Building, St. Paul, Minnesota 55155. 1966. $2.85.
- **Foreign Language for Careers — Foreign Language Career Series, Number One.** Eloise Fick, Michel Monnot, and Percy Fearing, Foreign Language Unit and Pupil Personnel Services Section Capitol Square Building, St. Paul, Minnesota 55101. 1975.
- **Guidance Programs and Their Impact on Students.** Armas Tamminen and G. Dean Miller, Minnesota Guidance Series, Pupil Personnel Services Section, Capitol Square Building, St. Paul, Minnesota 55101. 1968. Available from ERIC ED-023141.
- **Minnesota Employment Trends.** Minnesota Department of Manpower Services, 390 North Robert Street, St. Paul, Minnesota 55102. Free on request.
- **Minnesota Directory of Licensed Occupations.** Minnesota Department of Manpower Services, 390 North Robert Street, St. Paul, Minnesota 55101. 1966. Free on request.
- **Minnesota Testing Programs.** Edwin Gary Joselyn, Minnesota Guidance Series, Documents Section, Room 140, Centennial Office Building, St. Paul, Minnesota 55155. (Under revision.)
- **Minnesota Test Norms and Expectancy Tables.** Gary Joselyn, Minnesota Guidance Series, Documents Section, Room 140, Centennial Office Building, St. Paul, Minnesota 55155. 1971. $6.50.
- **Minnesota Student.** G. Dean Miller, Editor, Minnesota Guidance Series, Pupil Personnel Services Section, St. Paul, Minnesota 55101. Free on request.
- **1972 Minnesota Salary Survey.** Minnesota Department of Manpower Services, 390 North Robert Street, St. Paul, Minnesota 55101. Free on request.
- **1975 Employment.** Minnesota Department of Manpower Services, 390 North Robert Street, St. Paul, Minnesota 55101. Free on request.
- **Occupational Outlook: The Minneapolis-St. Paul Metropolitan Area Including the Results of Twin Cities Skill Survey.** Minnesota Department of Manpower Services, 390 North Robert Street, St. Paul, Minnesota 55101. Free on request.
- **Outcome Management Applied to Pupil Personnel Services.** Loren Benson and Others, Minnesota Guidance Series, Pupil Personnel Services, Capitol Square Building, St. Paul, Minnesota 55101. 1973. $2.50 — available from Documents Section.
- **Personalized Education through Group Methods.** Arland Benson, Documents Section, Room 140, Centennial Office Building, St. Paul, Minnesota 55155. Cost unavailable. 1975.
- **Scholarship and Other Financial Aids in Minnesota.** Pupil Personnel Services, Minnesota Guidance Series, Capitol Square Building, St. Paul, Minnesota 55101. 1973. $3.00 outside of Minnesota — available from Documents Section.
- **Teachers Role in Career Development, The.** W. W. Tennyson, Minnesota Guidance Series, Pupil Personnel Services Section, St. Paul, Minnesota 55101 (Under revision.)
- **Trades That Are Apprenticeable.** Minnesota Department of Manpower Services, 390 North Robert Street, St. Paul, Minnesota 55101. (Free on request.)
- **Vocational Students Perception of Guidance Needs.** Dorothy Petry and Others, Minnesota Guidance Series, Documents Section, Room 140, Centennial Office Building, St. Paul, Minnesota 55155. 1969. Available from ERIC ED-036809.
- **Who? Where? Why? Career Guidance, Counseling, and Placement — A Developmental Self-Current Approach.** Burton F. Nolan and Lorraine O. Moore, Documents Section, Room 140, Centennial Office Building, St. Paul, Minnesota 55155. 1975. Cost unavailable.

U. S. Government Publications

- **Career Guide for Demand Occupations.** U. S. Department of Labor, U. S. Government Printing Office, Washington, D. C. 20212. 1970. $.50 per copy.
- **Career Opportunities in the Field of Mental Retardation.** Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402. $.25.
- **Career Opportunities In-Service to the Disadvantaged and Handicapped.** Superintendent of Documents, U. S. Government Printing Office. Washington, D. C. 20402. $.30.
- **Health Careers Guide Book.** U. S. Department of Labor, Washington, D. C. 20212. 1969. $1.75.
- **Job Guide for Young Workers.** U. S. Department of Labor, U. S. Government Printing Office, Washington, D. C. 20212. 1969-70. Cost unavailable.
- **New Careers for the Subprofessional.** Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402. $.30.
- **Occupational Manpower and Training Needs.** Bureau of Labor Statistics, U. S. Government Printing Office, Washington, D. C. 20212. 1971. $.75.

- **Occupational Outlook Report Series.** Bureau of Labor Statistics. U. S. Government Printing Office, Washington, D. C. 20212. Complete set – $9.25.

Financial Aid

- **Barron's Handbook of American College Financial Aid.** Barron's Educational Series, Inc., 113 Crossways Park Drive, Woodbury, New York 11797. $6.95. Paperback.
- **Federal Aids for College Students.** U. S. Department of Health, Education, and Welfare, U. S. Government Printing Office, Washington, D. C. 20402. 1966. $.50.
- **Financial Assistance for College Students.** Richard McKee, U. S. Office of Education, U. S. Printing Office, Washington, D. C. 20402. 1965. $.50 per copy.
- **Guide to Student Assistance.** U. S. Government Printing Office, Superintendent of Documents, P. O. Box 1533, Washington, D. C. 20013. $.60.
- **How About College Financing?** American School Counselor Association. 1605 New Hampshire Avenue NW, Washington, D. C. 20009. 1964. $.30 per copy
- **Need A Lift.** The American Legion, Box 5055, Indianapolis, Indiana 46206. 1973. $.50 per copy.
- **Scholarships and Other Financial Aids in Minnesota.** Reynold Erickson, Editor, Minnesota Guidance Series, Documents Section, Room 140, Centennial Office Building, St. Paul, Minnesota 55155. 1973. $3.00.
- **Scholarships, Fellowships and Loans.** Norman S. Feingold, ed., Bellman Publishing Company, Box 1972, Cambridge, Massachusetts 02138. 1962. $10.00
- **Sources of Information on Student Aid.** National Education Association, 1201 16th Street NW., Washington, D. C. 20036. $.25.
- **Student Aid Annual and Supplements.** Chronicle Guidance Publications, Inc., Moravia, New York. 1971-72. $10.00.
- **Student Financial Aid.** Homer D. Babbidge, Jr., American Personnel and Guidance Association, 1604 New Hampshire Avenue NW., Washington, D. C. 20009. 1960. $1.50.

MINNESOTA STATE EMPLOYMENT SERVICE OCCUPATIONAL INFORMATION

SELECTED BIBLIOGRAPHY OF CAREER INFORMATION

Abbreviations used in this bibliography:

1. DOL — Department of Labor
2. BLS — Bureau of Labor Statistics
3. MA — Manpower Administration
4. GPO — Government Printing Office
5. MDES -- Minn. Dept. of Employment Services
6. CIU — Career Information Unit
7. AIC — Apprenticeship Information Center
8. R&P — Research and Planning

Title	Publisher	Cost	Where to Obtain*
Monthly Labor Review	DOL, BLS	$ 9.00/year	GPO or BLS
Occupational Outlook Handbook, 1972-73 Edition	DOL, BLS	$ 6.85	GPO or BLS
Occupational Outlook Quarterly	DOL, BLS	$ 1.50/year	GPO or BLS
Occupational Manpower & Training Needs	DOL, BLS	$ .75	GPO or BLS
Jobs for the 1970's: Slide Series	DOL, BLS	$10.00	BLS or borrowed from CIU
Manpower (monthly magazine)	DOL, MA	$ 5.50/year	GPO
Dictionary of Occupational Titles, Vol. I	DOL, MA	$ 5.00	GPO
Dictionary of Occupational Titles, Vol. II	DOL, MA	$ 4.25	GPO
U. S. Manpower in the 1970's Opportunity & Challenge	DOL	$ .55	GPO
Guide to Local Occupational Information	DOL, MA	free (?)	MA
How to Prepare Yourself for Job Interviews	MDES, CIU	free	CIU
Merchandising Your Job Talents	DOL, MA	$ .25	GPO
Career Information Series (Occupational and Career Related Guides)	MDES, CIU	Free (single copies only)	CIU
*MDMS Film List	MDES, CIU	Free	CIU
1980 Employment	MDES, R&P	Free	CIU or R&P
Minnesota Salary Survey	MDES, R&P	Free	CIU or R&P
Trades That Are Apprenticeable	MDES, AIC	Free	CIU or R&P
Guide to Apprenticeship	MDES, AIC	Free (limited supply)	AIC
How to Get and Keep the Right Job	Carnation Co.	Free	Carnation Co.

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*See addresses below

Addresses where information can be obtained:

GPO — Superintendent of Documents
Government Printing Office
Washington, D. C. 20402

BLS — U. S. Dperament of Labor
Bureau of Labor Statistics
8th Floor
300 South Wacker Drive
Chicago, Illinois 60606

MA — Manpower Administration
Publications Division
U. S. Department of Labor
Washington, D. C. 20210

Carnation Co. — Carnation Company
Public Relations Department
5045 Wilshire Blvd.
Los Angeles, CA 90036

CIU, R&P, or AIC — Career Information Unit, Research and Planning, or Apprenticeship Information Center
Minnesota Department of Employment Services
390 North Robert Street
St. Paul, Minnesota 55101

National Career Resources

One career resource that has not been previously mentioned is the ERIC Clearinghouse. Less instantaneous than the other resources mentioned in this section, ERIC uniquely provides a service to the educator with a flair for research. The latest information on developing career education programs across the nation can be obtained by visiting the professional library on the main floor at the District Administration Building, 360 Colborne.

The description that follows details the ERIC System:

THE ERIC CLEARINGHOUSES FOR CAREER GUIDANCE EDUCATION

The ERIC information system provides a survey on research and other literature in American education. Each of the 17 clearinghouses within the network provides specialized information on a specific project, but also can provide information from the entire system.

The ERIC Clearinghouse for Career Education and Counseling and Personnel Services are located at the following locations:

In addition, the MDES and CIU provides a career information answering service to the public. Requests can be sent to the above address or called in by phoning 296-3600.
Special mention should be made of two resources that are available by contacting the Minnesota State Employment Service located at 390 North Robert Street, St. Paul.

Career Information Unit supervisor: Tom Weber

Mr. Weber is a valuable resource person to obtain occupational materials published by the government and to use as a speaker.

Job Bank Data: Assistant Commissioner: D. M. Buckner

Mr. Buckner has the authority to release the job bank data (prepared on microfiche) describing the current jobs available on the local labor market. Employer memos do not appear, but general locations do. It should be stressed that this information is released upon written guarantee that it is to be used for educational purposes, not job placement. The microfiche can be mailed out monthly. It may be obtained by writing to the address below:

Mr. D. M. Buckner
Assistant Commissioner of Employment Services
390 North Robert Street
St. Paul, Minnesota 55101

RE: Job Bank Data

Career Education
Northern Illinois University
Counseling and Personnel Services
The University of Michigan

Within each of these clearinghouses there are three basic services:

1. **Research in Education** (RIE)

   A monthly publication containing abstracts, citation and information for ordering documents entered into the system by each clearinghouse. RIE is available from the Government Printing Office, Washington, D. C. 20402.

2. **Current Index to Journals in Education**

   A monthly publication containing listings of articles in about 725 periodicals and journals in education. CIJE is available from McMillan Information, 866 Third Avenue, New York, NY 10022.

3. **ERIC Document Collections**

   All documents announced in RIE and not restricted by copyright may be purchased separately or on standing orders from ERIC Documents Reproduction Service on microfiche or hard copy reproductions. Information may be obtained from EPRS, Post Office Drawer O, Bethesda, Maryland 20014.

THE NATIONAL NETWORK FOR CURRICULUM COORDINATION FOR VOCATIONAL-TECHNICAL EDUCATION

The National Network for Curriculum Coordination for Vocational-Technical Education is organized into a series of regions. Minnesota is in the midwest region along with the following states:

> Delaware, District of Columbia, Indiana, Illinois, Maryland, Michigan, Ohio, Pennsylvania, Virginia, West Virginia and Wisconsin.

Minnesota's representative to the quarterly meetings is Jerome J. Schmehl, Program Planning, Development Section, Division of Vocational and Technical Education, Department of Education, Capitol Square Building, 550 Cedar Street, St. Paul, Minnesota 55101.

The purpose of this network is to serve as a clearing house for career education materials and share in the development of materials, so that member states may assist one another, rather than duplicate their efforts.

An extension of this network is the Minnesota Instructional Materials Center at:

916 Area Technical-Vocational School
3300 Century Avenue No.
White Bear Lake, Minnesota 55109
(612) 770-3943

The center is directed by Joel Daly, and has been implemented to pursue the following goals:

1. Identify state career education informational needs
2. Identify materials that will meet the identified needs
3. Develop new career materials
4. Assist local career projects

FREE AND INEXPENSIVE CAREER RESOURCES

Subscription Service

Free and Inexpensive Career Resources acquisition can be an economical method of obtaining vast quantities of materials at low cost. It should be emphasized, however, that no material can be acquired without cost, as there is always our time (research and clerical) and mailing (envelopes and stamps) that should be considered as a part of the total cost of acquiring such materials. The resources described in this section include subscription services, guides and newsletters that will aid you in the process of keeping your career resource center stocked with current materials. Numerous brochures and pamphlets are also listed and described for easy review. A listing of local, state and national sources of free and inexpensive materials concludes this section.

Title: **Careerdex**

Order From: Career Associates
P.O. Box 2316
New Port Beach, CA 92663

Date: Updating service

Cost: $95.00

Grade Level: 9 - Adult

Description of Content:

An easy to use guide to career information pamphlets. It consists of 1,000 reference cards mounted on a desk top card file. Each card gives the job title, the name of the career information pamphlet, and the address where a student, teacher or counselor can write for the pamphlet.

Title: **Career Index**

Order From: Chronicle Guidance Publications, Inc.
Moravia, NY 13118

Date: 1974 - updated each year

Cost: $11.00

Description of Media: Book

Description of Content:

The cumulative Career Index and its four supplements, is primarily a shelf reference for counselors who wish to secure free and inexpensive materials for career education.

Title: **Career Guidance Index**

Order From: Career, Inc.
P.O. Box 135
Largo, Florida 33540

Date: Current

Cost: Free

Description of Media: Pamphlet

Description of Material:

A listing of sources of free and inexpensive career materials. In order to receive this pamphlet, you must subscribe to the updating service for the desk-top career kit which is sold by Careers, Inc. This pamphlet is enclosed in each of the eight updating packets at no extra charge.

Title: **Career Information**

Order From: Walter T. Metcalf and Associates
2034 Ciprian Avenue
Camarillo, CA 93010

Date: 1974

Cost: $24.95 plus postage

Description of Media: Booklet with adhesive labels

Description of Material:

1,500 Career sources recently screened for current accessibility. The booklet also includes hints on how to keep track of the requests.

Title: **Counselors Information Service**

Order From: B'NAI B'RITH Career and Counseling
1640 Rhode Island Avenue N.W.
Washington, D.C. 20036

Date: Current

Cost: $9.00 per year

Description of Media: Booklet

Description of Material:

A quarterly annotated bibliography of current literature on educational and vocational guidance materials that are free or inexpensive.

Title: **Educators Guide to Free Guidance Materials and Educators Guide to Free Tapes, Scripts and Transcriptions.**

Order From: Educators Progress Service, Inc.
Randolph, WI 53936

Date: Updated each year

Cost: $8.75 each

Description of Media: Book

Description of Material:

Current listing of free guidance materials.

Title: **Inform**

Order From: National Career Information Center
1607 New Hampshire Avenue N.W.
Washington, D.C. 20009

Date: Updated each year

Cost: $15.00 per year

Description of Media: Newsletter

Description of Material:

A monthly newsletter designed to provide the reader with up to date career education information. The following are regular features of the newsletter:

1. Feature Article
2. Kaleidoscope
3. Career Resource Bibliography
4. Government Publications
5. Film and Filmstrips
6. Commercial Publishers
7. Career Materials Available
8. Career Literature Review

Each issue is designed around one of the career clusters.

Brochures, Leaflets, Pamphlets and Guides

Title: **Career Brochures**

Order From: Health Career
2333 University Avenue SE
Minneapolis, MN 55414

Cost: Free

Description of Media: Brochure

Description of Material:

Brochures that describe the duties, personal qualifications, preparation, opportunities, and income range of the following health careers:

Pharmacist
Speech Pathologist and Audiologist
Medical Social Worker
Registered Nurse
Licensed Nurse
Health Care Administrator
X-Ray, EEG, EKG, Technician
Physician
Dietition, Nutritionist ,and Food Service Supervisor
Inhalation Therapy
Medical Record Librarian — Medical Record Technician
Occupational Therapist — Occupational Therapist Assistant
Service Manager — Service Coordinator — Medical Secretary
Nurse Aide — Orderly — Surgical Technical — Psychiatric Technician
Medical Technologist — Certified Lab Assistant — Cytotechnologist
Project Breakthrough Program for Disadvantaged

Title: **Career Leaflets**

Order From: U. S. Department of Labor
Bureau of Labor Statistics
Washington, D. C. 20212

Date: 1972

Cost: Free

Description of Media: Leaflets

Description of Material:

Summaries and highlights of job qualifications and trends described in the Occupational Outlook Handbook on each of the following areas:

Jobs for Which Apprenticeships Are Available
Jobs for Which A High School Education Is Preferred, But Not Essential
Jobs for Which A High School Education Is Generally Required
Jobs for Which Junior College, Technical Institute, or other Specialized Training Is Usually Required
Jobs for Which A College Education is Usually Required

Title: **Career Pamphlets**

Order From: U. S. Department of Labor
Bureau of Labor Statistics
Washington, D. C. 20212

Date: 1974

Cost: Free

Description of Media: Pamphlets

Description of Material:

Biology and Your Career
English and Your Career
Foreign Languages and Your Career
Liberal Arts and Your Career
Math and Your Career
Science and Your Career
Social Science and Your Career
The Outdoors and Your Career
Thinking of an Office Job
Your Job as a Repairman or Mechanic

Title **Guide to Federal Career Literature**

Order From: Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20402

Date: 1972

Cost: 45¢

Description of Media: Booklet

Description of Material:

A convenient reference guide to Federal Recruiting literature. It contains brief description of 232 publications from 46 different departments and agencies. The pamphlets and brochures listed represent only the principle publications used in nationwide recruiting for college entry level positions. Most entries include: title, date of publication, number of pages, dimensions, geographic location of positions covered, summary of contents, college majors for which brochures is applicable, where to obtain copies.

Local Sources for Free Information and Materials

Minnesota Department of Employment Services
Career Information Unit
Tom Weber, Supervisor
390 North Robert
St. Paul, MN 55101

Apprenticeship Information Center
390 N. Robert
St. Paul, MN 55101

St. Paul City Civil Service Office
Room 265 City Hall
Fourth and Wabasha
St. Paul, MN 55102

Ramsey County Civil Service Office
Room 1845 City Hall
Fourth and Wabasha
St. Paul, MN 55102

Minnesota State Civil Service Office
Room 215, State Administration Bldg.
St. Paul, MN 55101

Minneapolis City Civil Service Office
312 Third Avenue South
Minneapolis, MN 55415

Hennepin County Civil Service Office
605 4th Avenue S
Minneapolis, MN 55415

University of Minnesota Civil Service Office
Personnel Department
2651 University Avenue
St. Paul, MN 55114

Job Information Center
Federal Building
Twin Cities, MN 55111
Fort Snelling

Military Recruiting Stations
316 North Robert
St. Paul, MN

Army	725-7857
Army Nurse Corps	725-3489
WAC	725-3497
Marine	222-2142
Navy	725-7859
Air Force	725-7855
Air Force Reserve	725-5512
Air National Guard	725-5622

There are many other sources of free career related materials and possible speakers. Rather than attempting to list all of them, please refer to the following publications:

Human Resources in Our Community — Publication No. 383 by the St. Paul School System

Membership Directory and Buyers Guide — Published by the St. Paul Chamber of Commerce, Osborn Building. Cost $25.00

Minnesota Society of Association Executives — a directory of the presidents of most of the Minnesota professional organizations. Cost: $20.00

National Sources of Occupational Information

Accounting Careers Council
National Distribution Center
New York, NY 10019

Accoustical Society of America
335 East 35th Street
New York, NY 10017

Administrative Research Assn.
Box 3
Deerfield, IL 60015

Advertising Education Publications
3429 55th Street
Lubbock, TX 79413

Advertising Federation of America
655 Madison Avenue
New York, NY 10022

Aerospace Industries Assoc. of America, Inc.
1725 De Sales Street NW
Washington, D.C. 20036

Aerospace Medical Association
Washington National Airport
Washington, D.C. 20001

Agency for International Development
Washington, D.C. 20523

Agricultural Research Service
U.S. Department of Agriculture
Hyattsville, MD 20782

Air Conditioning Institute
1815 N. Fort Myer Drive
Arlington, VA 22209

Air Line Dispatchers' Assn.
929 West Broad Street
Falls Church, VA 22130

Air Line Pilots Assn. Int.
1329 E. Street NW
Washington, D.C. 20004

Airline Stewards and Stewardess Assn.
55th and Cicero Avenue
Chicago, IL 60638

Air Transport Assn. of America
1000 Connecticut Avenue
Washington, D.C. 20036

Alliance of Ind. Telephone Unions
1422 Chestnut Street
Philadelphia, PA 19102

Allis-Chalmers
Milwaukee, WI 53200

The Aluminum Association
420 Lexington Avenue
New York, NY 10017

Alumnae Advisory Center, Inc.
541 Madison Avenue
New York, NY 10022

Amalgamated Clothing Workers of America
15 Union Square
New York, NY 10003

Amalgamated Meat Cutters and Butcher
Workmen of North America
2800 N. Sheridan Road
Chicago, IL 60657

American Accounting Assn.
School of Commerce
University of Wisconsin
Madison, WI 53700

American Advertising Federation
1225 Connecticut Avenue NW
Washington, D.C. 20036

American Animal Hospital Assn.
3920 E. Jackson Blvd.
Elkhart, IN 46514

American Anthropological Assn.
3700 Massachusetts Avenue NW
Washington, D.C. 20036

American Assoc. of Advertising Agencies
200 Park Avenue
New York, NY 10017

American Assn. for Health, Physical
Education and Recreation
1201 16th Street NW
Washington, D.C. 20036

American Assn. of Medical Record Librarians
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Washington, D.C. 20005

American Assn. of Petroleum Geolog.
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Tulsa, OK 74101

American Astronomical Society
Mr. H. M. Gurin, Executive Officer
211 FitzRandolph Road
Princeton, NJ 08405

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Washington, D.C. 20006

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840 North Lake Shore Drive
Chicago, IL 60611

American College of Physicians
4200 Pine Street
Philadelphia, PA 19104

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American Congress of Surveying and Mapping
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211 East Chicago Avenue
Chicago, IL 60611

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Montvale, NJ 17645

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Washington, D.C. 20006

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New York, NY 10022

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1012 14th Street NW
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American Federation of Technical Engineers
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Washington D.C. 20006

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New York, NY 10019

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New York, NY 10017

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Washington, D.C. 20005

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New York, NY 10020

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Providence, RI 02904

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Chicago, IL 60605

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Chicago, IL 60610

American Medical Technologists
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Park Ridge, IL 60068

American Medical Technologists Society
Suite 1600 Hermann Professional Bldg.
Houston, TX 77025

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New York, NY

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Boston, MA 02108

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Chicago, IL 60611

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Washington, D.C. 20006

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Research Dept.
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Washington, D.C. 20036

American Newspaper Publishers Association
750 Third Avenue
New York, NY 10017

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251 Park Avenue South
New York, NY 10010

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St. Louis, MO 63119

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Chicago, IL 60604

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Washington, D.C. 20036

American Physical Therapy Assn.
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New York, NY 10019

American Physiological Society
9650 Wisconsin Avenue
Washington, D.C. 20014

American Podiatry Assn.
Attn: Career Guidance Section
Chevy Chase Circle NW
Washington, D.C. 20015

American Public Health Assn.
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New York, NY 10019

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1605 New Hampshire Avenue NW
Washington, D.C. 20009

American Society of Agriculture Engineers
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American Society of Agronomy
677 Segoe Road
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New York, NY 10017

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Metals Park, OH 44073

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American Society of Oceanography
854 Main Building
Houston, TX 77002

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Berea, OH 44017

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and Experimental Therapeutics, Inc.
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Bethesda, MD 20014

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Falls Church, VA 22046

American Society of Radiologic Technologist
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Fond du Lac, WI 54935

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Portland, OR 97200

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Charlotte, NC 28200

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Cincinnati, OH 45211

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New York, NY 10017

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Cooling Contractors
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Washington, D.C. 20036

Arizona State Employment Service
Phoenix, Arizona 85000

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New York, NY 10017

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New York, NY 10001

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Charlotte, NC 28211

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Madison, WI 53706

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445 N. Lake Shore Drive
Chicago, IL 60611

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Rutgers University
New Brunswick, NJ 08903

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Washington, D.C. 20006

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U.S. Department of Labor
Washington, D.C.

Bureau of Labor Statistics
U. S. Department of Labor
Washington, D.C. 20212

Bureau of Land Management, Denver
Service Center
Federal Center Building, 50
Denver, CO 80225

Bureau of Personnel & Training
National Board, YWCA
600 Lexington Avenue
New York, NY 10012

California Human Relations Agency
800 Capitol Mall
Sacramento, CA 95814

California State Dept. of Employment
Sacramento, CA 95814

California State Police Headquarters
Sacramento, CA 95814

Canadian Occupations Monograph
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Ottawa, Canada

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Washington, D.C. 20202

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Empire State Building
New York, NY 10001

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New York, NY 10017

Charles Pfizer and Company
234 East 42nd Street
New York, NY 10017

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Washington, D.C. 20036

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International Chiropractic Assoc.
741 Brady
Davenport, IA 52805

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National Institute of Health
Bethesda, MD 20014

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New York, NY 10020

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Gainesville, Florida 32603

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Bethlehem, PA 18001

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& Rehab.
1800 Chicago Avenue
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Consumer Protection & Environmental Health
Services
Dept. of Health, Education & Welfare
200 C Street SW
Washington, D.C. 20204

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1343 H. Street NW
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Ithaca, New York 14850

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Salt Lake City, UT 84100

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Veterans Administration
Washington, D.C. 20421

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122 East 42nd Street
New York, NY 10017

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Bureau of Health Professions
Education and Manpower Training
National Institute of Health
900 Rockville Pike
Bethesda, MD 20014

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Public Health Service
U.S. Dept. of Health, Education and Welfare
Washington, D.C. 20201

Division of Employment Security
State of Missouri
Jefferson City, MO 65101

Division of Health Careers
American Hospital Assoc.
840 North Lake Shore Drive
Chicago, IL 60611

Division of Library Services and
Educational Facilities,
Office of Education
U.S. Department of Health,
Education and Welfare
Washington, D.C. 20201

Division of Vocational & Technical Education
Bureau of Adult and Vocational
and Library Programs
U.S. Office of Education
Washington, D.C. 20202

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Bakerfield, CA 93300

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Rochester, NY 14650

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National Restaurant Assoc.
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Chicago, IL 60610

Education Institute
American Hotel and Motel Assoc.
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New York, NY 10019

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Veterans Administration
Washington, D.C. 20420

Electronic Industries Assoc.
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2001 I Street NW
Washington, D.C. 20006

Engineering Manpower Commission
Engineers Joint Council
345 East 47th Street
New York, NY 10017

Engineers Council for Professional
Development
345 East 47th Street
New York, NY 10017

Entomological Society of Amer.
4603 Calvert Road
College Park, MD 20740

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410 North Michigan Avenue
Chicago, IL 60611

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Department of Justice Building
Washington, D.C. 20535

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Washington, D.C. 20429

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Chicago, IL 60654

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Washington, D.C. 20001

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Tallahassee, FL 32301

Forest Service
U.S. Department of Agriculture
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Arlington, VA 20415

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New York, NY 10022

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Cleveland, OH 44115

Future Farmers Service
Alexandria, VA 22300

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Los Angeles, CA 90049

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New York, NY 10020

Graphic Arts Technical Foundation
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Pittsburgh, PA 15213

Guild of Prescription Opticians
of America
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Washington, D.C. 20036

Guidance Centre
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West Toronto 5,
Ontario, Canada

Guidance Exchange
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New York, New York 10017

Harper and Row, Inc.
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New York, NY 10016

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Home Economics Education
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Library Programs
Office of Education
U.S. Department of Health,
Education and Welfare
Washington, D.C. 20202

Hospital Administration
840 North Lake Shore Drive
Chicago, IL 60611

Hunting, Fishing and Trapping
California Human Relations Agency

Idaho Department of Employment
P.O. Box 7189
Boise, ID 83707

Illinois State Employment Service
Bureau of Employment Security
Room 401
165 N. Canal Street
Chicago, IL 60606

Independent Garage Workers of America
624 South Michigan Avenue
Chicago, IL 60605

Indiana Public Employment Service
Research and Statistics Section
10 North Senate
Indianapolis, IN 46200

Information Center
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845 Third Avenue
New York, NY 10022

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Kansas City, MO 64106

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Dept. of Statistics
California State College at Hayward
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Pittsburgh, PA 15200

Insurance Information Institute
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New York, NY 11038

Insurance Work
Education Division
277 Park Avenue
New York, NY 10017

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Examiners for Washington D.C.
1900 E. Street NW
Washington, D.C. 20415

Internal Revenue Service
U.S. Treasury Department
Washington, D.C. 20000

International Assoc. of Chief of Police
1200 15th Street NW
Washington, D.C. 20005

International Brotherhood of all Pulp, Sulphite,
and Paper Mill Workers
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Box 247
Port Edward, NY 12828

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741 Brady Street
Davenport, IA 52805

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Indianapolis, IN 46209

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Louisville, KY 40200

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Washington, D.C. 20420

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New York, NY 10019

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Boston, MA 02106

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New York, NY 10017

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Providence, RI 02902

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Association
603 Lansing Avenue
Jackson, MI 49202

Mathematical Assn. of America
1225 Connecticut Avenue NW
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Medical Technology
Veterans' Administration
Washington, D.C. 20402

Michigan Employment Security Commission
Occupational Research Unit
7310 Woodward Avenue
Detroit, MI 48202

Minnesota Commission on Patient Care
Box 389 W
Minneapolis, MN 55400

Minnesota School of Journalism
Minneapolis, MN 55414

Mississippi Employment Security Commission
Jackson, MS 39200
Missouri Division of Employment Security
St. Louis, MO 63100

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Washington, D.C. 20036

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Washington, D.C. 20054

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Washington, D.C. 20036

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Chicago, IL 60629

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Chicago, IL 60654

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1201 16th Street NW
Washington, D.C. 20036

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Lawrence, KS 66044

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Cooling Contractors
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National Assoc. of Power Engineers
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1 East Wacker Drive
Chicago, IL 60601

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Washington, D.C. 20036

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Washington, D.C. 20009

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1725 K Street NW
Washington, D.C. 20006

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7 South Dearborn Street
Chicago, IL 60603

National Automatic Sprinkler and Fire
Control Association
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New York, NY 10007

National Automobile Dealers' Association
2000 K Street NW
Washington, D.C. 20006

National Automotive Parts Association
29 East Madison Street
Chicago, IL 60602

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Bronx, NY 10467

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Washington, D.C. 20001

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Manhasset, Long Island, NY 11030

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Coal Building
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Washington, D.C. 20036

National Commission for Careers
in Social Work
2 Park Avenue
New York, NY 10016

National Commission for Social Work Careers
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345 E. 46th Street
New York, NY 10017

National Commission on Teacher
Educational Professional Std.
1201 16th Street NW
Washington, D.C. 20036

National Committee on Household
Employment
1346 Connecticut Avenue NW
Washington, D.C. 20036

National Consumer Finance Assn.
100 16th Street NW
Washington, D.C. 20036

National Council of the Churches
of Christ in USA
475 Riverside Drive
New York, NY 10027

National Council of Teachers of Mathematics
1201 6th Street NW
Washington, D.C. 20036

National Council of Technical Schools
1835 K Street NW — Room 907
Washington, D.C. 20006

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291 Broadway
New York, NY 10007

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Children and Adults Library
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Chicago, IL 60612

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Washington, D.C. 20036

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Washington, D.C. 20036

National Electric Sign Assn.
600 Hunter Avenue
Oak Brook, IL 60521

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1807 New Hampshire Avenue
Washington, D.C. 20009

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Gallipolis, OH 45631

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St. Louis, MO 63139

National Foremans Inst.
24 Rope Ferry Road
Waterfront, CT 06385

National Hairdressers & Cosmetologists Assoc.
175 Fifth Street
New York, NY 10010

National Home Study Council
1601 18th Street NW
Washington, D.C. 20009

National Industrial Recreation Association
20 North Wacker Drive
Chicago, IL 60606

National Joint Apprenticeship and Training
Committee for the Electric, Inc.
1730 Rhode Island Avenue
Washington, D.C. 20036

National Knitted Outerwear Assoc.
51 Madison Avenue
New York, NY 10010

National Lathing Industries
Joint Apprenticeship Program
140 Main Street
Annapolis, MD 21401

National League for Nursing
10 Columbus Circle
New York, NY 10019

National Machine Tool Builders Association
2139 Wisconsin Avenue NW
Washington, D.C. 20007

National Marine Engineers' Benefit Association
17 Battery Place
New York, NY 10004

National Maritime Union of America
36 Seventh Avenue
New York, NY 10011

National Oceanography Assoc.
1900 L Street NW
Washington, D.C. 20036

National Paper Box Manufacturers' Assn., Inc.
121 N. Broad Street
Philadelphia, PA 19107

National Petroleum Refiners Assoc.
1725 DeSalles Street NW
Washington, D.C. 20036

National Recreation and Park Assoc.
1700 Pennsylvania Avenue NW
Washington, D.C. 20006

National Rehabilitation Counseling Association
1522 K Street NW
Washington, D.C. 20005

National Restaurant Assoc.
Director of Education
1530 Lake Shore Drive
Chicago, IL 60610

National Roofing Contractors Assoc.
1515 N. Harlem Avenue
Oak Park, IL 60302

National Science Teachers' Assoc.
NEA Publication Sales
1201 16th Street NW
Washington, D.C. 20036

National Secretaries Assoc.
616 East 63rd Street
Kansas City, MO 64110

National Shorthand Reporters
25 West Main Street
Madison, WI 53703

National Assoc. of Sanitarians
1550 Lincoln Street
Denver, CO 80203

National Society for Crippled
Children and Adults, Inc.
2023 West Ogden Avenue
Chicago, IL 60612

National Society of Interior Designers, Inc.
315 East 62nd Street
New York, NY 10021

National Society of Professional Engineers
2029 K Street NW
Washington, D.C. 20006

National Society of Public Accountants
1717 Pennsylvania Avenue NW
Washington, D.C. 20006

National Terrazo & Mosaic Association
716 Church Street
Alexandria, VA 22314

National University Extension
122 Social Science Building
University of Minnesota
Minneapolis, MN 55455

National Vocational Guidance Assoc.
1607 New Hampshire Avenue NW
Washington, D.C. 20009

New Jersey Dept. of Labor and Industry
Division of Employment Security
John Fitch Plaza
Trenton, NJ 08625

New Jersey Division of Employment Security
Bureau of Research and Statistics
Labor and Industry Building
Trenton, NJ 08625

New Mexico State Employment Service
Santa Fe, NM 87501

New York Life Insurance Co.
Box 51, Madison Square Station
New York, NY 10010

New York Stock Exchange
11 Wall Street
New York, NY 10005

Newspaper Fund, Inc.
Box 300
Princeton, NJ 08540

Office of Economic Opportunity
Washington, D.C. 20009

Office of Manpower and Training
Federal Water Pollution Control
Administration — Dept. of Interior
633 Indiana Avenue
Washington, D.C. 20242

Office of Maritime Manpower
Marinetime Administration
U.S. Dept. of Commerce
Washington, D.C. 20235

Ohio State Department of Education
Division of Guidance and Testing
751 Northwest Blvd.
Columbus, OH 43212

Olin Mathieson Chemical Corp.
East Alton, IL 62024

Operative Plasterers' and Cement Masons
International Assoc. of U.S. and Canada
1125 17th Street NW
Washington, D.C. 20036

Optical Wholesalers Assoc.
222 West Adams Street
Chicago, IL 60606

Personnel Service Inc.
Box 306
Jaffrey, NH 03452

Pfizer, Inc.
Ed. Service Department
235 E. 42nd Street
New York, NY 10022

Philadelphia Museum College of Art
Broad and Pine Streets
Philadelphia, PA 19100

Personnel Division AD 42
Environmental Science Services Admin.
6010 Executive Blvd.
Rockville, MD 26852

Portland Service Center
710 NE Holladay Avenue
Portland, OR 97208

Printing Industries of America
5223 River Road
Washington, D.C. 20016

Professional Journalistic Society
Sigma Delta Chi
35 E. Wacker Drive
Chicago, IL 60601

Professional Photographers of America, Inc.
1090 Executive Way
Des Plainer, IL 60018

Prudential Insurance Co.
Box #36 Education Department
Newark, NJ 07001

Public Personnel Assoc.
1312 East 60th Street
Chicago, IL 60637

Public Relations Society of
America, Inc. Careers
845 3rd Avenue
New York, NY 10022

Registry of Medical Technologist
3729 W. Jackson Street
Muncie, IN 47302

Registry of Medical Technologist
of the American Society of
Clinical Pathologists
710 S. Wolcott Avenue
Chicago, IL 60612

Research Publishing Co.
P.O. Box 245
Boston, MA 10201

Retail Jewelers of America, Inc.
1025 Vermont Avenue NW
Washington, D.C. 20005

Rochester Institute of Technology
65 Plymouth Avenue South
Rochester, NY 14608

Sales and Marketing Executives. International
630 Third Avenue
New York, NY 10017

The Scarecrow Press
52 Liberty St., Box 656
Metuchen, NJ 08840

Scientific Apparatus Makers Assoc.
Process Measurement and Control Sec.
370 Lexington Avenue
New York, NY 10017

Scientific Manpower Commission
2101 Constitution Avenue NW
Washington, D.C. 20418

Shoe Service Institute of America
222 West Adams Street
Chicago, IL 60606

SUGGESTED GENERAL CAREER REFERENCES

Career Education Journals, Digests and Newsletters

American Vocational Journal
American Vocational Association
1510 H Street NW
Washington, D. C. 20005 ($6.00 per year)

Career Education Communicator
Center for Occupational Education
P.O. Box 5096
Raleigh, North Carolina 27607

Career Education Digest
Educational Properties Incorporated
Post Office Box DX
Irvine, California 92664 ($10.00 per year)

Career Education News
McGraw-Hill Institutional Publications
230 West Monroe
Chicago, Illinois 60606 ($30.00 per year)

Career Education Workshop, The
The Parker Publishing Company, Inc.
West Nyack, New York 10994 ($36.30 per year)

Counselor's Information Service
B'nai B'rith Vocational Service
1640 Rhode Island Avenue NW
Washington, D. C. 20036 ($9.00 per year)

Focus On Guidance
Love Publishing Company
6635 East Villanova Place
Denver, Colorado 80222 ($10.50 per year)

Guidance Clinic, The
Parker Publishing Company, Inc.
West Nyack, New York 10994 ($36.00 per year)

Guidance Newsletter, The
Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

Inform
National Career Information Center
1607 New Hampshire Avenue NW
Washington, D. C. 20009 ($15.00 per year)

Journal of Employment Counseling
American Personnel and Guidance Association
1607 New Hampshire NW
Washington, D. C. 20009 ($15.00 per year)

Journal of Vocational Behavior
Academic Press, Inc.
111 Fifth Avenue
New York, New York 10003 ($25.00 per year)

Manpower
Superintendent of Documents
Government Printing Office
Washington, D. C. 20402 ($5.50 per year)

Occupational Outlook Quarterly
Superintendent of Documents
Government Printing Office
Washington, D. C. 20402 ($1.50 per year)

Personnel and Guidance Journal, The
American Personnel and Guidance Association
1607 New Hampshire NW
Washington, D. C. 20009 ($20.00 per year)

Professional Magazine
Impact
P. O. Box 635
Ann Arbor, Michigan 48107 ($6.00 per year)

Professional Reports
Careers
P. O. Box 135
Largo, Florida 33540 ($6.00 per year)

School Counselor, The
American Personnel and Guidance Association
1607 New Hampshire NW
Washington, D. C. 20009 ($10.00 per year)

Vocational Guidance Quarterly
American Personnel and Guidance Association
1607 New Hampshire NW
Washington, D. C. 20009 ($8.00 per year)

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Miller, Juliette, **Handbook of Vocational Guidance Methods,** Center for Vocational and Technical Education and Center For Counseling and Personnel Services, Columbus, Ohio. 1972.

N. V. G. A. Bibliography, Current Career Information, 1973 Edition, American Personnel and Guidance Association, 1607 New Hampshire Avenue, Washington, D. C. 20009. 1973.

Norris, Willa, Zeran Franklin R., Hatch, Raymond, and Engelkes, James R., **The Information Service in Guidance: For Career Development Planning.** 3rd Edition Rand McNally and Company, Chicago. 1973.

Planning, Developing, and Field Testing Career Guidance Programs: A Manual and Report Youth Development Research Program of the American Institute for Research. Palo Alto, California. 1974.

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ABSTRACT: THE PROGRAM WAS DESIGNED TO INTEGRATE CAREER EDUCATION INTO THE EXISTING HEALTH EDUCATION PROGRAM. TWO TYPES OF MATERIALS WERE UTILIZED: THOSE THAT PERTAINED TO STUDENTS' UNDERSTANDING OF THEMSELVES AND THE DECISIONMAKING PROCESS (APPLICABLE TO ALL AREAS OF CAREER SELECTION) AND THOSE PERTINENT TO A SPECIFIC HEALTH FIELD. THE HEALTH EDUCATION PROGRAM IS AN OREGON STATE REQUIREMENT FOR ALL HIGH SCHOOLS. THIS "HEALTH CAREERS EXPLORATION II" BOOKLET IS A COLLECTION OF MATERIALS ORGANIZED ACCORDING TO THE THREE PROJECT COMPONENTS: SELF-CONCEPT, DECISIONMAKING, AND EXPLORATION. ACTIVITIES AND MATERIALS WERE DEVELOPED AND TESTED AT ROOSEVELT HIGH SCHOOL, PORTLAND, OREGON. EACH SECTION CONTAINS INVENTORIES AND CHARTS FOR THE STUDENTS TO FILL IN THEIR OPINIONS ABOUT ABILITIES AND PREFERENCES. THE EXPLORATION SECTION ALSO PROVIDES FOR SOME PRACTICAL EXPERIENCE ACTIVITIES BY USING PUZZLES, DIAGRAMS, AND EXPERIMENTS IN THE CLASSROOM TO LEARN ABOUT HEALTH PERSONNEL, PROCEDURES, AND TERMINOLOGY. SUGGESTIONS FOR OUTSIDE FIELD EXPERIENCE RESOURCES IN THE COMMUNITY ARE INCLUDED. (MF)

INSTITUTION NAME: ROOSEVELT HIGH SCHOOL, PORTLAND, OREG.

SPONSORING AGENCY NAME: PORTLAND PUBLIC SCHOOLS, OREG.; OREGON STATE DEPT. OF EDUCATION, SALEM.; OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

102 837

HEALTH CAREERS EXPLORATION II

Roosevelt High School
Portland, Oregon

HEALTH AND HEALTH RELATED CAREER EXPLORATION

EXEMPLARY PROJECT
#26-001-217

ROOSEVELT HIGH SCHOOL
6941 N. Central Street
Portland, Oregon

June 1975

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FUNDING AGENCIES
PORTLAND PUBLIC SCHOOLS
OREGON STATE DEPARTMENT OF EDUCATION

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HEALTH & HEALTH RELATED CAREER EXPLORATION

ABSTRACT OF PROJECT #26-001-217

ROOSEVELT HIGH SCHOOL - PORTLAND, OREGON

The Health and Health Related Career Exploration Project, an exemplary program, is designed to integrate career education materials:
(1) pertinent to student understanding of themselves and the decision making process (applicable to all areas of career selection), and (2) those specific to the health area into the existing health education program.

The Roosevelt Health Education program, a state requirement for all high schools, has two primary objectives:

1. to equip young adults in skills which can be utilized in personal decison-making, and
2. to inform young adults of the numerous current health issues which exist individually, community-wide and world-wide.

Therefore, it becomes obvious that the required health course should include the area of career exploration as the basic ingredient of its curriculum.

It has been necessary to develop devices which allow every student to begin functioning at whatever point he or she is. In most cases, it has been essential to help the student understand his or her own concepts of himself or herself. Until a student can identify his or her self-concepts and test their validity, he or she cannot move to any type of successful decision-making, including career decisions.

Once a student knows "where he or she is at", it then becomes necessary for him or her to develop skills in decision-making, so things don't "just happen". Rather, he or she can begin to control his or her own destiny. Therefore, it is required that a student know what the decision-making process includes and that a student can successfully use the tools of decision making.

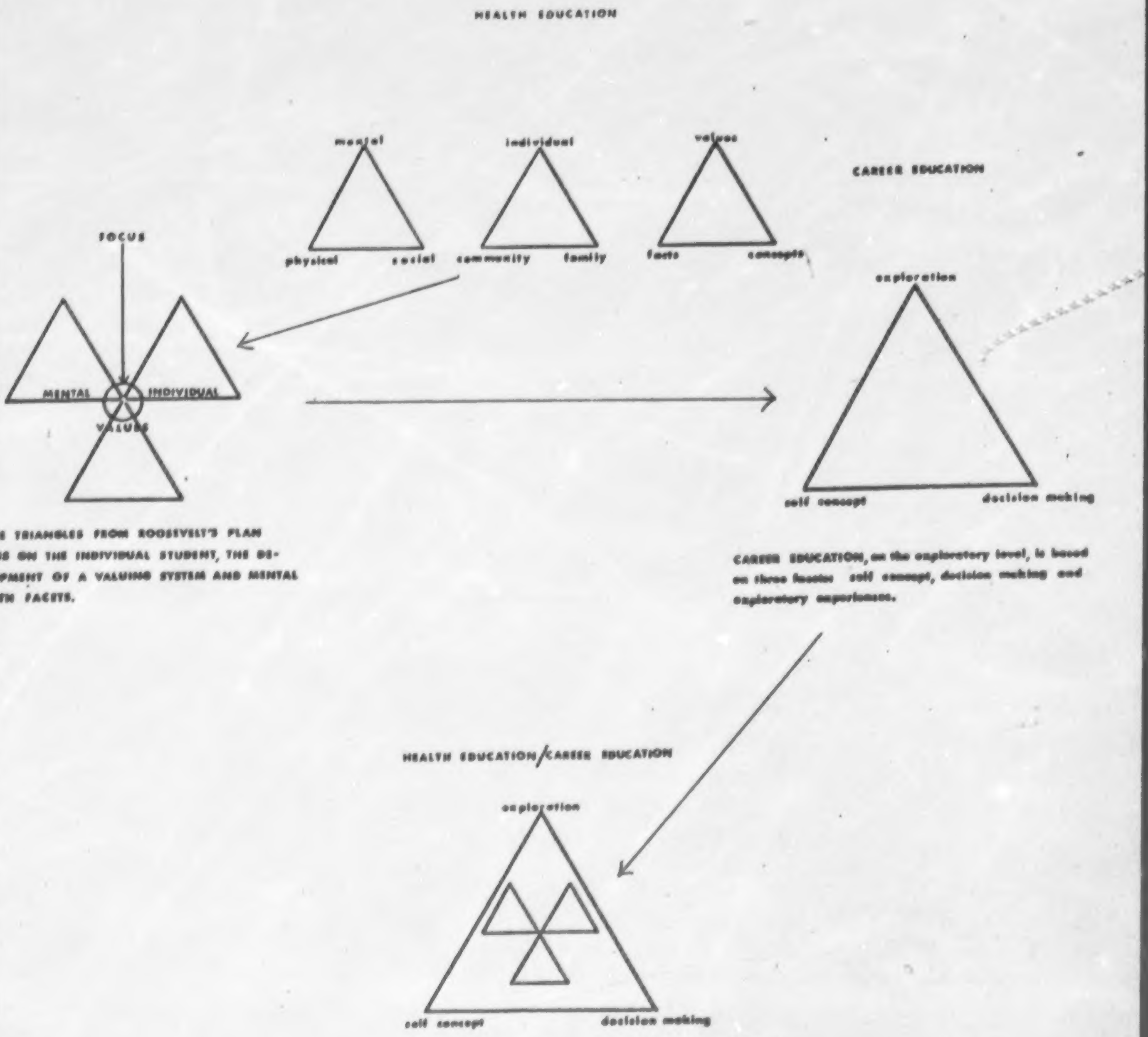
The third area which must be included is career exploration, the actual observation and analysis of information specific to career areas. These include integrated career roles in pertinent curricular areas, use of the Career Information System (computer), field experience exposures, guest speakers, interest surveys (GATB), individual interviews with practicing professionals, use of resource materials, independent and individualized projects and practical activity involvement.

Career involvement, on the exploratory level, is comprised of three primary areas -- self concept, decision-making and exploration.

These areas are directly involved and aligned with the total concept of health education.

As health educators, we believe the exploration level of HEALTH CAREERS is appropriate and imperative; we believe it is a professional obligation.

Graphically the integrated career education/health education project at Roosevelt High School has as its base three health education components. From those components the project has developed as illustrated below.


HEALTH EDUCATION
mental
physical
social
individual
community
family
values
facts
concepts
FOCUS
MENTAL
INDIVIDUAL
VALUES
CAREER EDUCATION
exploration
self concept
decision making
HEALTH EDUCATION/CAREER EDUCATION
exploration
self concept
decision making

SE TRIANGLES FROM ROOSEVELT'S PLAN
CUS ON THE INDIVIDUAL STUDENT, THE DE-
OPMENT OF A VALUING SYSTEM AND MENTAL
LTH FACETS.

CAREER EDUCATION, on the exploratory level, is based on three facets self concept, decision making and exploratory experiences.

When the three career education facets are superimposed upon the health education facets the program becomes an integrated whole. This is what we call the Roosevelt Face of Health.

HOW TO USE THIS COLLECTION OF MATERIALS

This collection of materials has been organized according to project components: self concept, decision-making and exploration. The activities included here are only those which have field tested successfully in the development of the above areas.

The activities included here are not designed as 'one shot' attempts. Rather, they are designed to: (1) supplement an overall health education course, and/or (2) add new impetus to the curricular aspect of health careers.

This collection can be utilized in two ways. First, a simple 'run through' approach can be used. Examine the table of contents and locate a topic which interests you. Turn to the page designated and read through the activity. Secondly, a thorough reading approach can be used. This approach will develop a more comprehensive understanding of the philosophy and curricular models utilized in this project as developed by the staff at Roosevelt High School. It is suggested that if you select the second approach, your reading be directed in the following order:

Overview. 1
How to Use This Collection of Materials 4
Sights on Students. 3
Self Concept. 5
Decision Making 25
Exploration 41

then a perusal of activities

NOTE: This collection of materials does not attempt to imply that activities alone are the end goal of health education. Activities without clearly defined objectives (fitted to your particular course content) are meaningless and time consuming to both students and teachers. No attempt has been made to correlate these to individual district graduation competencies either in health education or career education.

SELF CONCEPT

WHO am I? Where am I going? Why?

These century old questions are exceedingly difficult to answer. They are questions of a complexity matched only by our society.

In educational circles, these questions are translated into more 'meaningful idioms' such as self awareness, personal growth, self identity and, most commonly -- self concept.

At no point in the development of the exemplary project at Roosevelt has our staff attempted to set a clear, closely worded statement of what we feel 'self concept' might mean. Rather we choose to develop for ourselves a workable, flexible definition as follows:

> To us at Roosevelt, 'self concept' means those aspects which deal with sense of self -- recognition of strengths and weaknesses -- defining of values and goals -- feelings for and about ourselves and others and all those items which significantly contribute to the development of a mentally healthy person.

We at Roosevelt believe that these issues are the first embarking point of health education. To explain more thoroughly, knowledge in health education is not directly translated into behavior. Cognitive (fact) knowledge alone is not adequate. But as cognitive knowledge is integrated into our personal frames of reference: attitudes, beliefs and values (those ingredients of the affective and action domains), then and only then will health education begin to 'take' and begin to 'make' markable change. Value building, value assessment and value change, in relationship to health education, only become possible when we allow ourselves the risk of confronting our sense of ourselves. Perhaps some specific examples might explain:

> Cognitive, fact laden, tobacco education is meaningless to a fifteen year old if he sees himself as a 'tough teenager' lacking personal goals and only marking time until the day he becomes eighteen and the rights of custom require that his parents kick him out.
>
> Water pollution experiments on local tap and recreational waters are meaningless to a fifteen year old who sees herself destined to have kids, keep house, make ends meet and accept the fact that people downtown or down state must know best when it comes to political pollution issues.
>
> Birth control information (the where's, what's and how's) is meaningless to adolescents of both sexes as long as their cultural surroundings sell the idea that marriage or abortion will correct all mistakes; or as long as their cultural surroundings fail to accept the fact that adolescents are sexual beings with emerging identities, confronted daily by a multitude of conflicting values.

Careers, occupational possibilities, knowledge of the world of work are meaningless to students lacking goals or ideas about their future. Further, for students with unclear present concepts of themselves, projection into the future is frightening and frustrating and often responded to by resentment or indifference.

So then, how does a group of health educators grasp the issues implicit in self concept?

First, by looking at ourselves; seeing what we want; deciding what we're about, setting goals for ourselves and then by taking action. The action steps are risks -- risks that contain elements of both success and failure. But change does not occur or does not begin without the element of risk.

Second, by looking at what we do know about students, we realize: students should be allowed to help set their educational goals; positive attitudes and approaches encourage the learning process; students should be able to meet goals and achieve success; individual student concerns should be encouraged.

Third, by creating a liveable environment with students. The environment should encourage value assessment and clarity. In so doing, it should encourage self examination, motivation, creativity and success. The environment should not be a wonderland where failure is impossible. It should be one designed to evade truth, or anxiety, rather, it should be one which is real, practical and, at times, frustrating. We believe that 'to live successfully' means one must put forth personal effort.

Some practical examples are:

1. Positive reinforcement (e.g. grades given by symbols or points instead of letters).
2. Value clarification techniques (e.g. forced choice leaders, value grids).
3. Communication skills and techniques (e.g. communication games).
4. Assessment of personal strengths and weaknesses for creation of realistic positive self-concepts (e.g. attitude inventories, maturity.

DIRECTIONS FOR SELF CONCEPT ACTIVITIES

The activities included in this section have field tested in the medium to high range as successful classroom tools.

These activities are designed to (1) assist a student in more clearly thinking about him or herself, to (2) to assess personal strengths and weaknesses and, to (3) help identify realistic personal goals.

My Abilities Self Appraisal Inventory and How Do You Feel About Work are from a Portland Public School Publication, *You and Your Abilities* by Pryne, 1964.

Personality Wheels has origninated from a variety of sources both local and national including Dr. M. Giammateo.

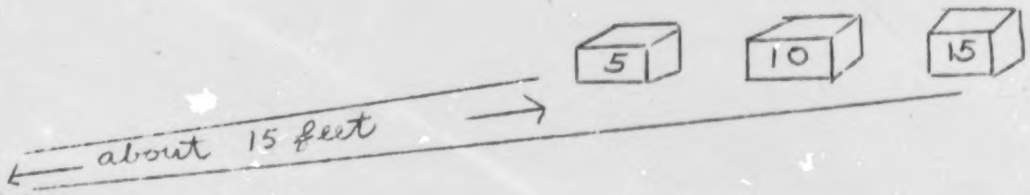
Joshua In a Box was developed at Roosevelt in conjunction with a six minute silent film by the same title --- Stephen Bosustow Productions.

The Inside/Outside Box is from Dr. M. Giammatteo's *Beyond Relevance*. Me At Age Twenty Five was developed for *Careers and You* a Eugene Public Schools curriculum publication.

Other activities included were written at Roosevelt and triggered through a variety of sources.

BEAN BAG EXPERIMENT

Place three equal sized boxes (orange boxes are ideal) in an area outside the view of your classroom. Mark one box with a 5, another with a 10 and the third with a 15. Position the boxes so that 5 is closest to the participant and 15 is furthest away.



Procedure: Students do this experiment one at a time out of view of classmates. Give them a bean bag. Tell them to toss it into any box they wish. They get only one toss, and no further directions. After they have completed the experiment have them individually fill out the response sheet below.

Follow-up: Use the following questions to guide the class discussion toward goal setting concepts and personal importance concepts. (1) What meaning did the number have for you? (i.e. was 15 the best?) (2) Do big numbers always mean the most? (3) Do you think people who choose 5 are the kind who choose small goals for themselves? (4) Would you call those that choose 10 middle of the roaders? (5) Would you call those that choose 15 dare devils? (6) Would you think it would be better to toss the bean bag successfully into 5 or aim at 15 and take the risk of missing?

Variation follow-up: After the experiment is completed give students grades for the day according to their success in performance (e.g. 30 points or an A for successfully getting it into box 15; 25 points or an A for aiming and missing box 15; 20 points or a B for successfully getting it into box 10; 10 points or a D for successfully getting it into box 5; 5 points or an F for aiming and missing box 5.) Tell them that 'that's the way life is' --- you get paid for how you succeed. Such a teacher approach should set the scene for discussions such as 'lack of directions', 'importance of the skill', 'individual differences measured by one standard', etc..., What really is success???

. . . .

BEAN BAG EXPERIMENT Name ____________________

1. Which box did you aim at? 5____ 10_____ 15_____

2. Did you get the bean bag into the box? yes _____ no _____

3. What do you think this experiment might tell you about yourself?

MY ABILITIES

ACTIVITIES	WHAT DO I DO WELL?	WHAT I HAVE ACCOMPLISHED SO FAR. . .	I AM GOOD AT THIS ACTIVITY BECAUSE. . .
At HOME (Activities with my family: chores)			
HOBBIES			
SCHOOL SUBJECTS			
SPORTS			
COMMUNITY (Church, Clubs, volunteer work)			
SCHOOL ACTIVITIES (Projects, Clubs, etc.)			
OTHER TALENTS			

Enrichment Questions

1. How did you feel when you were able to put anything in any of the boxes?
2. Did you have more to write down, but not enough room?
3. Did you find it very hard to put anything down in writing? (Explain)
4. Do you wish you could have filled in more boxes? (Explain)
5. Does this activity give you an idea of "where you are" and where you might want to get to? (Explain)

SELF-APPRAISAL INVENTORY

Mark only those items which you think are like you.

1. I think I will be successful in life.
2. I am too selfish.
3. I think of myself as a person good in sports and athletics.
4. I worry about everything, even when I have no reason to worry.
5. I am happy.
6. I am always wondering what others think about me.
7. I never have trouble getting a date.
8. I am childish in many ways.
9. I am easy to get along with.
10. My feelings are easily hurt.
11. I am somewhat moody.
12. I am probably the best student in my class.
13. I do things without thinking about them first.
14. I am a good dancer.
15. I have quite a few talents.
16. I think of myself as a good "school citizen."
17. At home, I am a general bother.
18. I have many friends.
19. I feel that I am in on family decisions.
20. It bothers me little when I have to recite in front of a group.
21. I have an excellent sense of humor.
22. I always know for sure what the right thing to do is.
23. I am a happy-go-lucky kind of person.
24. I am popular.
25. I see little about myself that's outstanding.
26. I have fewer friends than most boys and girls.
27. I get real pleasure out of making things with my hands.
28. I am confused most of the time.
29. Most people try to avoid me.
30. I have a great deal of confidence in myself.
31. I am really out of place at picnics and parties.
32. When I have a job to do, I get it done.
33. I wouldn't trade places with anybody else in the world.
34. When I want something, I just sit and wish I had it, instead of going out and getting it.
35. I seldom worry, usually taking things as they come.
36. I carry grudges.
37. I generally look at the bright side of things.
38. My teachers like me.
39. I am at ease with other people.
40. I know I will live up to the things people expect of me.
41. I think I am above average in most respects.
42. I am a pretty stupid person.
43. Too often I let others make up my mind for me.
44. I am usually a leader in clubs.

45. I contribute little to team work.
46. I am useful to have around.
47. My personality is uninteresting.
48. I usually reach my goals.
49. At home, I cooperate with my parents and feel that I am a help to them.
50. I am fairly popular.
51. At picnics and parties I enjoy myself more than most people.
52. I am able to do many things well.
53. I "lose my head" easily.
54. Most of the time I am angry with myself.
55. I am a decent sort of person.
56. I have little confidence in myself.
57. I know I can always take care of myself.
58. The world is a decent place for me.
59. I feel at home wherever I am.
60. I think of myself as a person with no special talents.
61. I am only afraid of things when I have good reason to be afraid.
62. I am pretty smart.
63. I lack self-control.
64. I will go to a good deal of trouble to help someone else.
65. I think I have disappointed my parents in many ways.
66. I try to understand people and why they do things.
67. I can usually stick to my work until I have finished it.
68. I am even-tempered.
69. I am pleased with the way my life is going.
70. Some teachers like me.
71. I am a bundle of nerves.
72. I think I am a person with little sense of humor.
73. I have no talent in sports or games.
74. I am so far from perfect, it's not even funny.
75. I am a poor student.
76. I make it hard for people to be friendly with me.
77. The opposite sex finds me a bore.
78. I have a lot of self-control.
79. I have little trouble getting started on the things I have to do.
80. I am able to make decisions.
81. I am always afraid someone is going to make fun of me.
82. I am easily discouraged.
83. I can take criticism without resentment.
84. I am not the person I would like to be.
85. I think I understand myself pretty well.

PERSONALITY WHEELS

ACTIVITY: By using these wheels, you can find out more about yourself - who you are, why you are the way you are, how you are, and so on. These directions will tell you what to do for each personality wheel. Put you name on each sheet.

1. On one wheel title it What am I? in the center of the wheel. Write an adjective on each spoke that describes your personality. Be specific - instead of "nice", write generous or sincere, or honest, etc.

2. Give another wheel to a friend after putting the title, What am I as ________ sees me?, in the center of the wheel. Ask your friend to write an adjective describing your personality on each spoke. Compare them - are there differences?

3. On the next wheel title it Why I am What I am in the center. Write 10 people and events (one for each spoke) which have been the greatest influence on your life -- people and events which have helped you to be the kind of person you are.

4. Next, title a wheel How am I What I am? in the wheel. On each spoke write a key verb which describes the way you behave. Remember, behavior reflects through actions the kind of people we are. Use specific verbs that are typical of how you do things.

5. For the next wheel, you need to be in a group of 10 people or less. The title for this wheel is What am I as the group sees me? Each individual in the group will give each other an adjective that describes him/her. Be specific and be POSITIVE!

6. Look over your wheels and evaluate them by answering the following questions:

   WHAT AM I?

   1. Was it hard for you to write 10 adjectives that describe your personality? Why or why not?
   2. Did you discover anything new about yourself? What?

   WHAT AM I AS ________ SEES ME?

   1. What did you learn about yourself from other people's feedback?
   2. How did other people's remarks make you feel about yourself?

   WHY I AM WHAT I AM

   1. Was it hard for you to think of 10 people or events that are important to you? Explain
   2. What do you think your life would be like if these 10 people or events had never been a part of your life?

PERSONALITY WHEELS - continued

HOW AM I WHAT I AM?

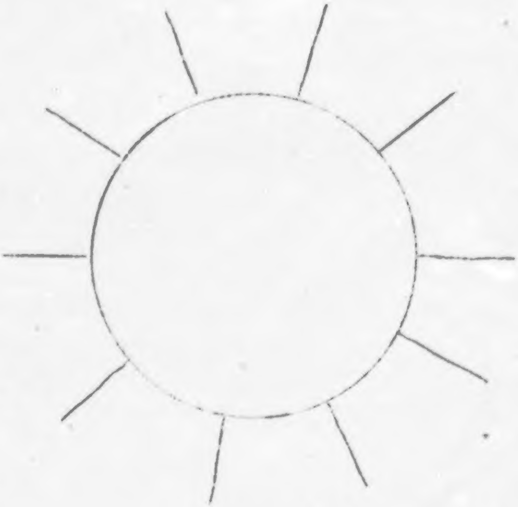
1. Do you like all of the verbs which you put on your spokes? Which one do you like the best? Which one do you feel you need to change immediately?
2. Which verb do you think a family member would take out of your spokes? What verb would they replace it with?

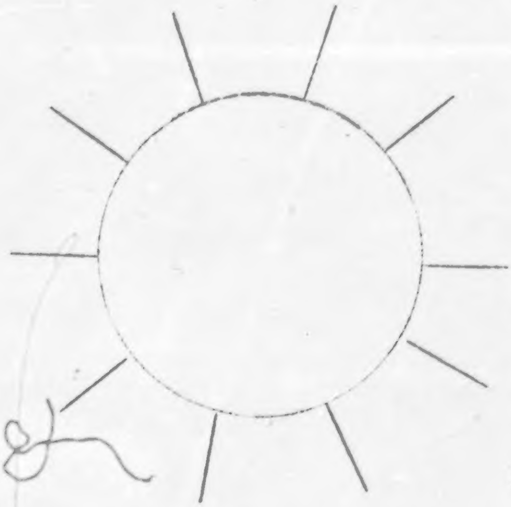
WHAT I AM AS THE GROUP SEES ME?

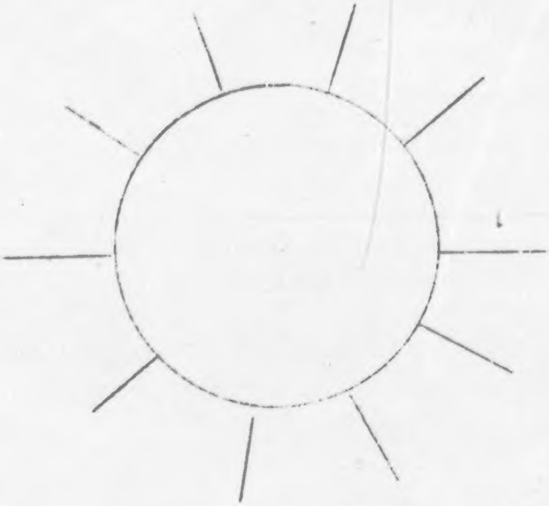
1. Do you believe the adjectives the group gave you were honest? Why or why not?
2. Did the group make you feel as though you were an important person to that group? How?

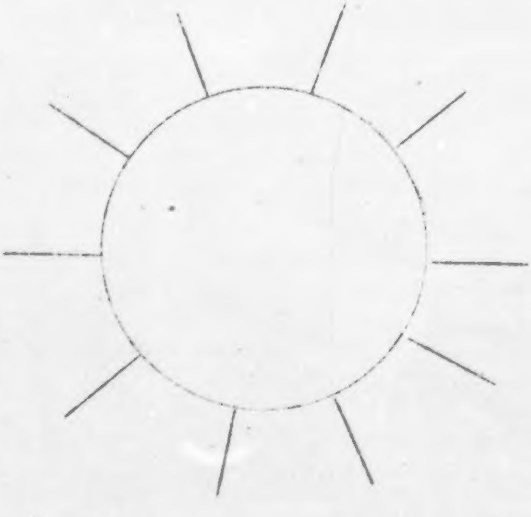
EVALUATION QUESTION:

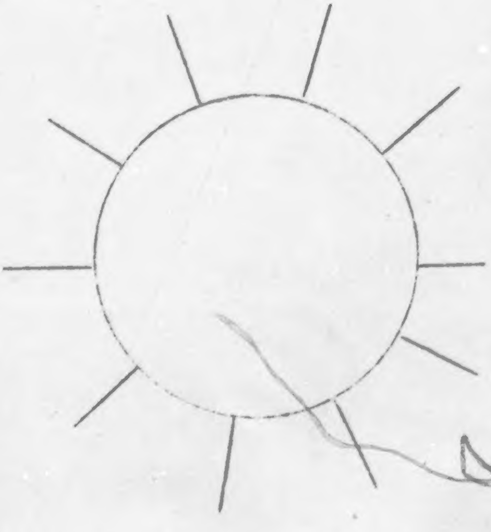
How did the Personality Wheels Tool help you? For example, do you see yourself in a new way now or have you thought about things about yourself for the first time while using the tool? Explain in detail.











JOSHUA IN A BOX

INFORMATION:

When confined, man seems to have an instinctive need to rebel. When this confinement seems permanent, people tend to react in many different ways: some get angry, some give up, some become frustrated, etc. Sometimes, trying to escape from something can become a challenge, and once the escape has taken place, then there is a sense of loss as there is no longer any challenge to face. Some people find that complete freedom can create frustrations and tensions; for them the security of limits is necessary for protection and well-being.

ASSIGNMENT:

After viewing the film "Joshua in a Box", answer the following questions:

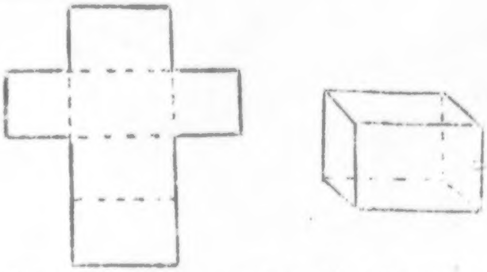
1. What is Joshua's predicament?
2. How does he try to solve his problem?
3. Describe Joshua's behavior when he is in the first box.
4. What emotions do you think these behaviors convey?
5. How does Joshua feel when he first gets out of the box?
6. What happens to Joshua's feelings after he has been out of the box for a minute.
7. Describe a situation in your own life which resembles Joshua's predicament. Who or what were you trying to escape? (Who or what had you boxed in? - remember, sometimes it is us who box us in.) How did you feel when you succeeded?

INSIDE/OUTSIDE BOX

ACTIVITY

We all have feelings and thoughts that we are willing to share with many people. We all also have feelings and thoughts which we would prefer to share with only one other person or even with no one.

Make a box with the paper you are given.



On the outside sides of the box place words (cut from magazines) pictures or phrases that tell about you. They should be those things you are willing to share with others.

On the inside put words, pictures or phrases that tell about you. They should be those things you want to share with one person or with only you.

- -

EVALUATION

1. When I looked at the outsides of other peoples' boxes and then at mine, I . . . . .
2. Whan I compared my outside box to my inside box, I discovered . . . . .
3. If I were to make another box like this one year from now, I think . . . . .
4. One new thing I learned about me was . . . . . .

HOW DO YOU FEEL ABOUT WORK?

Circle the letter which corresponds closest to how you feel about these statements:

A AGREE N NEUTRAL D DISAGREE

A N D 1. All young people need to work to learn the "real value of money."

A N D 2. Parents expect their children to be interested in the occupations they (the parents) like or approve of.

A N D 3. It would not be acceptable to me to go into an occupation with no chance for advancement.

A N D 4. A wealthy person still needs to work to feel worthwhile.

A N D 5. Only a few very lucky people enjoy their work.

A N D 7. A woman's life can revolve around her occupation.

A N D 8. A woman's place is in the home.

A N D 9. I would not feel right being financially supported by my parents after I am 21.

A N D 10. I would not feel right being financially supported by the government after becoming an adult. (welfare or unemployment).

A N D 11. I am concerned about what type of work I will do.

A N D 12. The choice of one's work is one of the most important choices in one's life.

A N D 13. When an adult is out of work, he really begins to question his worth as a person.

A N D 14. One of my main concerns is to get a high paying job.

A N D 15. I could accept the idea of the set up where the man stays home and takes care of the kids and the house while his wife is the breadwinner.

A N D 16. I expect to work until I retire at 60 - 65.

A N D 17. I am aware of the job opportunities that are available to me.

A N D 18. Most adults I know work only for money.

A N D 19. In this society at this time one of my choices (a real possibility) is for me to not have a job.

A N D 20. In my community it is becoming more acceptable for boys to be artists, musicians, or craftsman.

A N D 21. I would have to work to feel like I was contributing to society.

A N D 22. If you make enough money to provide food, clothing, and shelter, you would be satisfied with your job and not try to move to a higher paying job with more prestige.

A N D 23. The work that you do at 25 is probably the same type of work that you will do at 45.

A N D 24. Society places greater value on work that contributes to the welfare of people such as a social worker, than it places on work that produces a product such as a mill worker.

A N D 25. After establishing myself in one job I would change jobs in order to continue to be challenged.

A N D 26. An adult that changes jobs often is considered unstable or immature by society.

A N D 27. Individual work done with one's hands is the most personally rewarding work.

A N D 28. I want to have a better paying job than my parents.

A N D 29. I want to have a higher status job than my parents.

A N D 30. The people I work with are more important to me than the actual jobs I perform.

A N D 31. I know enough about myself to be able to choose the type of work I would be successful in.

A N D 32. I don't feel I have to decide on one occupation to do for the rest of my life -- I want to have different types of jobs throughout my life.

A N D 33. Work is something that you spend time doing and you may or may not get paid for doing.

A N D 34. Crafts and making things with your hands are becoming more popular but they will remain hobbies and not become actual jobs which people earn their living by.

A N D 35. If the United States goes to a guaranteed annual income, I would choose to stop working.

A N D 36. Most people would work at a paying job even if they didn't have to support themselves by working.

A N D 37 If a healthy man doesn't work, he is classified as lazy, worthless, or a parasite by American society.

A N D 38. Most persons work only to earn money to do the things they enjoy doing in their leisure time.

A N D 39. All persons have an obligation to work at a job that contributes to society.

A N D 40. If people weren't working, they wouldn't know what to do with themselves.

A N D 41. Women have more freedom in their choice of work because they can just do what they want, whereas, men must worry about getting a job that will support their families.

A N D 42. Hippies are just taking time out from living mature, productive lives. They will eventually settle down.

A N D 43. The purpose of all education is to give people skills that they will need for meaningful employment in the future.

A N D 44. If I were assured of a job that I would enjoy doing and could make a living at, I would quit school before high school graduation.

A N D 45. Teachers, counselors and school courses are among the most important influences in my decision of choosing a job.

A N D 46. School only prepares people to go to college.

A N D 47. I feel there is a direct relationship between how well I do in school and how well I will do when I start working.

A N D 48. The purpose of high school education is not job training but training in how to understand and adjust to life in such a complex society as ours.

A N D 49. I understand the relationship between what I am learning in school now and the kind of person I'll be in the future.

A N D 50. High School students are under a great deal of pressure to decide what type of occupation they will go into.

A N D 51. School is to young people as work is to older people -- drudgery.

A N D 52. It is more important that a man get job training than a woman.

A N D 53. I have an idea about the type of work I want for the rest of my life.

A N D 54. Preparation for a better job is the only reason to go to school after high school.

A N D 55. High schools could be improved by making them more directly related to job training.

A N D 56. It is important for the future of my family to have two cars, a boat, and a big house.

THE TYPICAL VS. THE IDEAL

ACTIVITY:

1. Write a paragraph describing your last school day (if not yesterday) from the time you got up until you went to bed that night. This is a typical day.

2. Write a paragraph making this typical day the most ideal, dream-like, everything-you=have-always-wished-could-happen-in oneday, kind of day you can imagine.

3. Now write a paragraph describing how you might have made you typical day better. (be realistic, some things we can change, somethings we can't).

LETTER TO MYSELF

Write a letter to yourself. It should be about a page or so long so that it can include what you think are important ideas or feelings about yourself. Make certain to date it with today's date.

So that you can get started perhaps you might include some of the following ideas or feelings:

1. How are things today? How do you feel -- what's going good, what might be going bad.
2. What things have you been doing lately. Some special interests -- new hobbies -- unusual happenings.
3. Who is important in your life right now? Family -- friends -- yourself.
4. Where would you like to be right now? Be as descriptive as you can.
5. When will you achieve just one goal for yourself? What is it?
6. Why are some things special to just you? Music -- hobbies -- sports.

Fold your letter. Seal it, or staple it shut. On the outside make a unique symbol that means you. You will use the symbol later in the year to identify your letter, so mark it down or make certain you remember.

ME: AT AGE TWENTY FIVE

All people think ahead to what might be for them in the future. Much of their dreams never happen but often the dreams lead to plans and happenings. Think seriously and write short essays after each section below. Pretend you are 25 years old. Take a look at yourself as you might be then. If not enough space is provided to write use the back of this sheet or another sheet of paper.

Name a job that you think you might be doing. Dont' say you "don't know," of course you don't really know but pick something. Tell what you do on this job, what kinds of people do you work with (if any), what do you like about your work, what don't you like. Are you tired when you get home? What kind of a worker are you? Try to b fairly accurate in your answers. If you tell me you are going to be a librarian making a million dollars a year I will doubt seriously that you have thought very far. Find out how much a person makes who has the job you chose. Be realistic.

Look at yourself "at home" at age 25. Where do you live? What is it like at home? What is your house like? Are you married? Children? Pets? If you have children how are you raising them? What are you doing that your parents did right or wrong? What are your friends like?

No one works all of the time. What do you do for recreation? What are your avocations? Do you attend meetings often? What organizations do you belong to? Do you like sports, music, etc.?

What do you believe in as a person? What are the worst problems our world must face? What things really bother you about these problems? What do you feel has to be done? What are you prepared to do yourself to help? (Note: By the time you are 25 the world's problems may be very different from those of today but pretend they are the same as today.)

Think even farther ahead--age 35. Are you different from you at age 25? What is different? Why?

ME: AT AGE TWENTY FIVE - continued

You have written a great deal about how you see yourself in the future. Now answer the following:

Are you now on the way to what you see for yourself in the future? List three things that are helping you to get what you want for yourself. If you are not on your way, why not? What things are going to keep you from it?

DECISION MAKING

The average citizen would define decision making as the process of selecting from two or more possible choices. Such a definition, although true, is both narrow and naive.

Decision making is a complex process unique to man. It is a valuing, reasoning, solving and behavior directing process. Most importantly, decision making is a personal process.

We, at Roosevelt, believe decision making issues are the second embarking point of health education. To explain more thoroughly, every individual is confronted daily by decisions. These decisions cannot be avoided; one cannot escape from them. Since health education is, in fact, a cross disciplinary study and an applied field of learning which focuses on human concerns and values, 'deciding' is an essential base. 'Deciding' centered on the person and his environs implies both affective and action domains. When decision making operates with skill and relative ease, satisfaction will be reached and individuals will be moved toward purposeful behavior. Behavior of this type is certainly a suitable and desired goal of health education.

How then does a group of health educators set forth a plan to improve decision making skills?

First, by looking at ourselves: seeing that we are confronted daily with decisions; realizing that our decisions are sometimes clouded by value confusion; and by realizing that the process of valuing is in fact a process of constant growth.

Second, by looking at what we do know about students, we realize: students are confronted daily by decisions; they are frequently asked to make decisions for which they have no clearly formed values; they are confronted through mass media by a multitude of diametricially appossed values; as persons they wish to make decisions regarding the purpose and direction of their own lives.

Third, by creating a real life environment with students. The environment should encourage questioning, confrontation, and a fair share of the decisions to be made and lived with. The environment should also encompass the elements of personal values, acquisition of information and practice.

> The making of decisions begins, first and foremost, with the individual --- by a recognition, evaluation and assessment of personal values. Since people are individuals who possess a variety of personal values, many times on the same topic or issue, the decision achieved will at times differ. Thus the individual

person who is able to use personal clairty of values will make unique decisions suited to him or her.

In addition to clairty of values, the process of decision making requires the acquisition of information. That is, acquisition in the form of (1) gathering information and (2) evaluating the credibility of information.

And finally decision making requires the use of practice. Such practice should follow the course of identifying reasonable alternatives, appraising (or estimating) probabilities, or assumptions, ultimately choosing and subsequently evaluating.

These steps lay the groundwork for personal, human decisions. They are the methods of directly addressing ourselves to the issues and long time problems of health-related behaviors.

Some practical examples are:

1. Student written objectives at the beginning of each unit. This normally guarantees that class activities will be relevant. It also 'forces' students to accept responsibilities for their own education.
2. In-class environments are created in order to practice decision-making skills as they develop, (e.g. family experiments by creating 'classroom families')
3. Students are encouraged to utilize decision-making skills and valuing systems to resolve personal daily problems, (e.g. family and dating relationships.)
4. Analysis and evaluation of products and services specific to health as ongoing techniques utilized throughout the course, (e.g. newspaper reports, advertising claims, consumer selection of across-the-counter drugs).
5. Students are encouraged to use the 'outside world' as a classroom specific to health careers, (e.g. identify resources available in the communities; ambulance services, V D clinics, Family Planning Center).

DIRECTIONS FOR DECISION MAKING ACTIVITIES

The activities included in this section have field tested in the medium to high range as successful classroom tools.

These activities are designed to cut across the broad range of health education curriculum components so that the individual student can (1) assess his or her personal relationship to decision making situations and (2) gain insight into the multitude of conditions which ean affect career opportunities (both health and non-health related).

It is Always Right to Be Right is a short 8 minute color film put out by BFA Educational Media.

Occupational Preferences is an ideal activity for students to use in comparison with their own parents responses. It is particularily beneficial in triggering discussion on sex-role career opportunities, and equal opportunity employment.

All activities in this section have originated at Roosevelt. All can be easily integrated into a traditional or non-traditional health education program.

- Theory into action?
  - How do you usually react when your immediate goals are blocked????
    - By making a chart like the one below, use your experiences during the last week to evaluate your personal conflict reactions.

Conflict Feeling	Physical Results	Cause	How Resolved or Solved

FOLLOW-UP EVALUTATION:

- Which column of the chart was most difficult for you to complete?
- Can you explain why?
- Does your chart indicate any additional information which you need to develop about yourself?
- Do you think your chart is typical of most people your age? (compare with a neighbor)
- What are typical sources or causes of teenage conflict?
- What are some of your pet conflicts?
- What do you do when your conflict seems unsolvable?
- What should you do?

OCCUPATIONAL PREFERENCES

From the list below identify your preferences, Female (F), Male (M), or both (B) for these particular occupations. Which sex do you think should be doing the job?

_____ Accountant
_____ Advertising Manager
_____ Air Traffic Engineer
_____ Animal Doctor
_____ Announcer (radio or TV)
_____ Appliance Service
_____ Architect
_____ Athlete (Professional)
_____ Attorney
_____ Bill Collector
_____ Bricklayer
_____ Bus Driver
_____ Business Machine Operator
_____ Butcher - Carpenter
_____ Construction Machine Operator
_____ Cook
_____ Custodian
_____ Dentist
_____ Detective
_____ Disk Jockey
_____ Doctor
_____ Electrical Worker
_____ File clerk
_____ Fireman
_____ Floor installer
_____ Funeral Director
_____ Garbage Collector
_____ Gunsmith
_____ Hospital Attendent
_____ Hotel Manager
_____ Instrument Maker
_____ Jeweler
_____ Key Punch Operator
_____ Lawyer
_____ Lineman (telephone)
_____ Machine Tool Operator
_____ Mail Carrier
_____ Meat Packer
_____ Mechanic
_____ Medical Technologist
_____ Miner
_____ Minister
_____ Newspaper Reporter
_____ Nurse
_____ Office Clerk
_____ Painter (house)
_____ Pharmacist
_____ Pilot (Commercial Airlines)
_____ Plumber
_____ Printing Press Operator
_____ Roofer
_____ School Counselor
_____ School Principal
_____ Sheet Metal Worker
_____ Teacher, Elementary
_____ Teacher, High School
_____ Telephone Operator
_____ Traffic Manager
_____ Truck driver
_____ Typist
_____ Vending Machine Operator
_____ Welder
_____ Welfare Worker
_____ X-Ray Technician

MONEY CAN MAKE THINGS HAPPEN

Information: We have spent considerable time throughout the year discussing and evaluating the needs of other people. It is obvious that our personal needs are not always the personal needs of the majority of people.

Activity: Listed below are areas of health concern. Each is involved in research, education and treatment Each area needs and deserves money to continue their programs. Let us say you have $50,000 that you want and must give to one or two of these areas.

1. Which area would you choose? (You may choose two, but no more)

2. Why do you think that your particular selection is most important?

3. How would you wish the people in your chosen area to spend the money?

4. What are you hoping the money in your area (or areas) will do for other people?

Remember: The decision you are to make is a big one. It requires thought and consideration. It may be a decision you will face in the future.

Areas:

- Emphysema
- Venereal Disease
- Kidney Disease
- Health Education
- Red Cross
- Pollution Control
- Tobacco
- Mental Health
- Quackery
- Heart Disease
- Planned Parenthood
- Epilepsy
- Cerebral Palsy
- Drugs
- Alcohol
- Mental Illness
- Population Control
- Leukemia
- Arthritis
- Cancer
- Hunger & Poverty
- Cystic Fibrosis
- Health Service Clinics

PUNCH IN - PUNCH OUT

Information: This activity should help you identify how important work is to you, how overwork may affect you, and how you personally feel about the possibility of remaining or becoming a work-driven person.

Activity:

1. In order to evaluate how much time is spent on work in your surroundings answer the following items:

   a. Watch and ask questions in your home environment for two days. Then complete a chart like the one below:

PERSON	AMOUNT OF WORK	TYPE OF WORK

   b. Compare your chart with a classmate. List differences or similarities.

   c. Do you think work, at your home, or on the job, is fairly divided? Why or why not?

   d. Do you believe there is such a thing as 'women's work' and 'man's work? (i.e. it is unmanly to cook and unwomanly to do yard work?)

2. In order to analyze the affects of overwork complete the following:

   a. Interview three adults, list what they believe are the affects of overwork (identify).

   b. List what you believe are five effects of overwork or excessive work.

   c. Call the Oregon Heart Association. Ask them to describe the 'typical' heart attack victim.

3. In order to analyze the effects of the inability to work or get a job, interview and evaluate as described below:

   a. Interview three adults. Ask them if they could describe for you what they believe are the effects of not having or not being able to have a job. (or employment office)

b. List five negative effects of not having or being able to get a job.

c. Write three 'I Learned' statements as a result of #a and #b above.

4. Now see if you can put together your feelings and attitudes concerning overwork.

a. List three situations in which you have personally felt the negative effects of overwork.

b. In a short paragraph explain alternatives which you believe could take the place of the negative effects listed in #a above.

c. Explain what you think you might be able to do to assist someone you care about who is overworked.

Employers many times claim or say that excessive weight (or even excessive underweight) is an employment problem.

In November of 1974 a high scorer on the civil service exam was fired after two weeks in a receptionist job for being fifty pounds overweight. She complained to the Department of Human Rights.

1. Do you believe her complaint is justifiable?

2. What would you do if you were in her situation?

3. What would you do if you were her employer?

4. Can you list several jobs which you believe could not allow overweight employees? Justify your answer.

5. Can you list several jobs which you believe could not allow excessive underweight employees? Justify your answer.

6. How do you define the word excessive?

Now weigh yourself in. Find your age, height, frame and suggested weight on the chart. Compare yourself to the chart recommendations. Evaluate your present weight by completing the following:

7. Were you hesitant to 'weigh in'? If so, why?

8. Are you above your listed weight or below it? How much either way?

9. Do you feel that you really need to do something about your weight?

10. If so, what? Make some practical suggestions.

FILM: "IS IT ALWAYS RIGHT TO BE RIGHT"?

After viewing this film, answer the following questions for evaluation and clarification.

1. Describe the film.
2. Is it always right to be right? Why or why not?
3. What happens when everyone thinks he is right?
4. Why is it hard for some people to admit they are wrong?
5. How can one change an unproductive argument into a discussion in which an involved can learn?

/

Alcohol use creates some very real problems for both employers and employees. Listed below are four work situations. Read each and then react to what you believe should be done (1) if you were the employer and (2) if you were the employee.

1. A forty year old executive is known to be a big boozer. All his colleagues have for years complimented him on his ability to hold his liquor. Over the past four years however his drinking seems to be interfering with company business. He is late getting back from luncheon meetings. He does little work in the afternoon although his sales have not dropped off--in fact they have increased. His secretary upon questioning says that yes, he does keep a bottle in his desk.

   Employer response:

   Employee response:

2. A twenty six year old school teacher is known to drink on the job. A fellow teacher has discussed this with several faculty members in a gossiping sort of way. Students are now talking throughout the school about the teacher.

   Employer response:

   Employee response:

3. A prominent entertainer is known to drink heavily. He or she is still able to perform and fill each nightly show. Musicians and band members have complained recently that it is becoming increasingly difficult to cover for the singer's mistakes or errors.

   Employer response:

   Employee response:

4. A automobile mechanic recently has been unable to finish promised repairs on time. Several of the customers have complained to the service representative. Several fellow mechanics know that he keeps a bottle in his tool kit. A car which was in for a transmission repair a week ago has just broken down on the freeway. After towing it into the shop it is found that the transmission was never repaired.

Eomployer response:

Employee response:

WHO WOULD YOU CHOOSE????? - Doctors

The term 'doctor' was once used to mean a learned person, a teacher. Today the term 'doctor' is applied to many fields -- most of which require a specific course of study. Listed below are a variety of doctors. In the left column identify a dental surgeon, a veternarian, a medical doctor, a dentist and a medical officer. In the right column identify as many 'doctors' as you can. A dictionary may help.

________________ 1. M.D. ____________________________

________________ 2. D.C. ____________________________

________________ 3. D. O. ____________________________

________________ 4. M. O. ____________________________

________________ 5. D.M.D. ____________________________

________________ 6. L.L.D. ____________________________

________________ 7. D.D.S. ____________________________

________________ 8. D.V.M. ____________________________

________________ 9. D.H.S. ____________________________

________________ 10. Ph. D. ____________________________

________________ 11. D. Sc. ____________________________

________________ 12. Ed. D. ____________________________

T.V. GUIDE

Information: This activity should help you evaluate the use and impact of television in your own home. It may also help clarify for you the relationship which your family members have with the 'magic box'.

Activity:

1. In order to evaluate how much television is used in your surroundings make a list of the following tonight:

    a. T.V. channels watched at your home in one evening.

    b. The average amount of time each member of your family watches T.V. in one evening.

    c. The amount of time the T.V. played in your house without being watched for one evening.

2. Compare your findings #1 with a classmate. Itemize your comparisons below:

3. In order to analyze the effects of television on people, respond to the following:

    a. Define: objectionable, recommended, censorship, influential

    b. List your three favorite T.V. programs.

    c. Explain why you consider these your favorites.

    d. Describe one situation in which you believe a T.V. program could be harmful (consider age, setting, etc.).

    e. Describe one situation in which you believe a T.V. program could be helpful (consider age, setting, etc.)

f. Watch T.V. (not channel 10) for four hours. As you are watching, fill out a chart similar to the one below:

			VIOLENCE		
HOURS SELECTED	CHANNEL	PROGRAM TITLE	MURDER	ASSAULT	MISC. (specify)

g. In one short paragraph explain your findings from #f above.

h. List three things you believe the average citizen could do if (s)he agree with a particular T.V. program.

i. List three things you believe the average citizen coud do if (s)he disagrees with a particular T.V. program.

j. Other than possible violence or possible inappropriate programming, do you see or can you identify any form of stereotyping, prejudices or biases which are depicted on T. V. broadcasts?

For a moment pretend that you are an adult and a parent. From that frame of reference consider the following questions:

1. When should children be told about sex and sexuality? How? Why? By whom? Appropriate ages? Boys and Girls?

2. What role do you believe the school and the church should play in sex and sexuality education? Explain and describe the extent of each in relationship to the home.

3. What practices could you perform and what attitudes could you project in order to help develop positive attitudes toward sexuality in small children? Explain.

4. It has been suggested that future families will need to be licensed. That is, courses may be necessary to prepare adults for parenthood; these courses would even be required. If this were the case, itemize the kinds of things you think should be included in an "Education For Parenhood" course.

EXPLORATION

EXPLORATION

Who made my glasses?

Why am I so short and puny?

How would I know what to do if my Dad had a heart attack tonight?

When will someone teach me something about what's going on out there -- like getting a job?

Where could I find out more about helping other people -- like being a nurse?

What will school really do for me and my future?

These are typical questions that high school students ask. The answers to some are fairly simple, while others are far more complex in nature. All these questions have one element in common. They are questions of wonder -- of concern -- of some level of awareness. They are questions which indicate a desire to explore. This desire is one of the most important keys to all of education.

Exploration at Roosevelt is defined simply as probing and examining areas previously unknown. In the realm of health education, explorations range from: 1) exploring ourselves, 2) decisively using our present and developed skills to 3) real contacts in the 'outside world'. Explorations, individually, do not guarantee health education nor health career education success. They are merely a portion of a total plan of self concept, decision making and exploration.

The Health Career Exploration Project at Roosevelt found, quite early in the process of developing its curriculum approaches, two factors that governed its immediate progress. Had these factors not been acknowledged, dealt with and assimilated into the general plans, the exploratory experiences might have fallen short of the original intentions of integrating health career education into an existing health education curriculum. The first factor combined self concept and decision making. To explain more thoroughly, until a student can understand and develop personal concepts of him or herself and utilize decision making skills, career decisions are impossible. Thus, the base to operate health career exploration truly came in the areas of self concept and decision making. Both areas had to be emphasized so that explorations could occur. The second factor was that explorations had to be well planned and progressive in experience. Explorations had to be individually suited to meet student needs. They had to follow a building block plan to carry each student as far as his or her interests went; from very general to very specific, practical experiences (see diagram page ~~243~~ 75).

How do health educators begin to move programs toward exploration possibilities?

First, assessment of our knowledge: Seeing what we know and don't know about the comprehensive field of health; looking, listening and asking questions.

Second, assessment of our students: by finding out their knowledges, their past experiences, their dreams, their goals and looking realistically at their future possibilities. Standardized assessment tools are not necessarily the best of devices to use. Questioning approaches with students (Who brings those services?, Where are they?) are helpful. Open approaches with students consist of questions like: "What kind of world do you want?", "What possibilities are open to you?", and "What are your limits?"

Third, assessment of resources, such as: community sources, sites, guest speakers, books, reference materials, scholarships, volunteer programs, supporative services, money, etc.

Once these assessments are made, real explorations can be set into motion. Some practical examples are:

1. Students are assisted to acquire information about themselves and their world through exploration (e.g., blood typing, examination of beef hearts, ulcer effect experiments).
2. Acquisition of health skills enables students to explore issues of personal health concern (e.g., thermometer reading techniques; filling out medical history charts as first step in seeing a new doctor; charting correct personal vital signs for accurate comparisons and evaluation needed by health care workers).
3. Through standardized test procedures, students assess their career interests and abilities. Results help develop individualized exploratory experiences.
4. In-class sources and resources are used to provide students with health career information (e.g., guest speakers, brown bag lunch meetings, "Career World," identification of health care workers and specialists, Career Information System computer).
5. Exploratory field experience exposures are provided for all students in the program. These exposures have been developed on a building block plan and are designed to carry students as far as their interests take them. For health career orientated students, these experiences give students real first-hand opportunities to do something about their intended goal.

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DIRECTIONS FOR EXPLORATION ACTIVITIES

The activities included in this section have field tested in the medium to high range as successful classroom tools.

These activities are designed to initiate interest in career fields --- especially those related to health careers. These activities give students opportunities to (1) gain additional knowledge on professional and paraprofessional persons, to (2) evaluate their present knowledge concerning health terminology and (3) provide real exploration time both within and outside the classroom.

Career Search and Medical Specialists are student puzzles. In Career Search it may prove easiest to provide students with the original word list in order to do the puzzle. See Appendix A. Medical Specialists fits ideally after a review of body system structure and function.

Family Medical Record is a means of exploring ones own family and developing the skill of visiting a new doctor alone for the first time.

Who Would You Choose is again a puzzle and baitable activity aimed at developing skills in identifying types and levels of health practioners.

Temperature is a unqique activity designed to develop personal skill and to develop an awareness of the accuracy needed in health care areas.

I (Eye) Care and Hearing and Speech Aides are samples of independent worksheets which could be developed in a multitude of health areas.

Medical Terminology is an ideal discovery activity for students interested in medical records, librarianship and similiar technical health career fields.

What Are Health Careers All About? and Match Your Abilities to Careers in Health enable students to identify personal interests and lead to direct exploration of a particular health career --- Exploring a Health Career. Matching Your Abilities to Careers in Health was developed with the help of Labowitz's Health Career Series.

Exploration Exposures, Sample Exploration Experiences - Interest Areas and Suitable Resource Materials are resources and guides for health education teachers.

All activities in this section other than Matching Your Abilities to Careers in Health were developed at Roosevelt.

CAREER SEARCH

Twenty nine health career terms, occupations or words associated with careers can be found within this puzzle. The words run from let to right, from right to left, from top to bottom, from bottom to top and diagonally. How many can you find?

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________
11. ____________________
12. ____________________
13. ____________________
14. ____________________
15. ____________________

16. ______________________
17. ______________________
18. ______________________
19. ______________________
20. ______________________
21. ______________________
22. ______________________
23. ______________________
24. ______________________
25. ______________________
26. ______________________
27. ______________________
28. ______________________
@(. ______________________

30 - 31. At least two careers in this puzzle require only one or two years of training at community and junrior colleges or vocational schools. What are they?

______________________ ___________________________

32 - 35. At least four jobs in this puzzle can be filled by high school graduates. After hiring, there may be on-job or specialized training for some of these positions. What are they?

____
____
____
____

55

45.

CAREER SEARCH

E	A	R	C	I	R	T	A	I	D	E	P	K	R	E	L	C	T	S	I	P	Y	T
B	E	T	B	A	E	D	L	R	S	T	O	N	O	I	S	S	I	M	D	A	T	S
U	V	G	A	S	S	I	S	T	A	N	T	N	A	I	C	I	S	Y	H	P	S	I
W	A	E	T	N	A	I	C	I	N	H	C	E	T	M	N	O	X	B	E	C	I	N
J	K	P	U	R	C	H	A	S	I	N	G	A	G	E	N	T	D	O	V	T	G	O
T	M	H	E	A	L	T	H	I	O	Q	C	U	S	T	O	D	I	A	N	N	O	I
S	N	A	C	E	O	B	P	W	D	V	S	D	R	N	H	O	E	D	V	I	L	T
I	O	R	D	E	R	L	Y	N	T	E	R	I	G	U	A	R	D	H	K	O	O	I
G	R	M	E	S	T	U	L	M	T	C	K	O	M	O	P	I	V	R	S	E	H	R
O	S	A	A	C	E	Q	V	B	B	N	O	L	P	N	L	T	C	D	R	E	T	T
L	E	C	T	X	I	N	E	I	G	Y	H	O	R	T	H	O	T	I	S	T	A	U
O	A	I	N	H	A	L	A	T	I	Q	N	G	T	B	V	T	S	O	T	E	P	N
I	B	S	E	R	D	L	O	R	T	V	E	I	S	T	O	X	C	D	H	E	K	G
D	L	T	H	E	R	A	P	Y	C	M	O	S	U	R	G	E	O	N	K	M	I	N
A	M	O	R	S	T	X	J	K	M	N	D	T	S	I	R	T	A	I	D	O	P	D
R	S	I	S	Y	L	A	I	D	E	R	E	P	E	E	K	S	D	N	V	O	R	G

MEDICAL SPECIALISTS

Twenty medical specialists can be found in this puzzle. The words run from leftto right, from right to left, from top to bottom, from bottom to top and diagonally. To help you locate them fill in the sentences below. The sentences should give you clues.

1. The specialist most clearly associated the endocrine system is called an ____________________.
2. One who specializes in administering anesthetics so that surgical patients can be put to sleep so that no sense of pain is felt is called an ____________________.
3. A specialist in the field of X-ray is called a ____________________.
4. A physician who specializes in disorders of the nose is called a ____________________.
5. The specialist who works with disorders of the gentiourinary tract is known as a ____________________.
6. Female reproductive system specialist is a ____________________.
7. The specialist who directs the preparation of well-balanced and prescribed menus for individuals is known as a ____________________.
8. The specialists who diagnoses and treats diseases of the nervous system is a ____________________.
9. The specialist who diagnoses and treats diseases of the digestive system is a ________________
10. An ________________ works in the area of rehabilitation of people.
11. An ________________surgeon treats deformities, diseases and injuries of the bones and joints.
12. A ________________ works to repair and restore injured, deformed or destroyed body parts.
13. An ______________ who treat and diagnose body reactions which show hypersensitivity to drugs, foods, animals or other substances.
14. A childrens specialist is known as a ____________________.
15. The specialist who works in the area of surgery is a __________________.
16. An ________________ provides specialized treatment for disorders and diseases of the ear.
17. An ________________ specializes in diagnosis and in internal medicine as distinguished from a surgeon or obstetrician.
18. A _________ologist specializes in studying and interpreting changes in organs, tissues, cells and body chemistry.
19. A ________atrist specials in the diagnosis and treatment of mental or emotional disorders.
20. An ________________diagnoses and treats diseases and disorders of the eye and vision.

Five additional tools or medical skills are included in this puzzle. Can you find them?

21. ______________________________
22. ______________________________
23. ______________________________
24. ______________________________
25. ______________________________

26. Identify one medical specialist who was omitted from this puzzle.

27. Identify one body system which was not represented in this puzzle.

Select one specialist, investigate the training, salary, opportunities, etc. Identify four advantages to this medical career. Identify four disadvantages to this medical career.

ADVANTAGES	DISADVANTAGES
28. ______________________________	32. ______________________________
29. ______________________________	33. ______________________________
30. ______________________________	34. ______________________________
31. ______________________________	35. ______________________________

MEDICAL SPECIALISTS

E	A	N	T	I	B	I	O	T	I	X	T	T	S	I	G	O	L	O	R	U	E	N
A	N	E	S	T	H	E	S	I	O	L	O	G	I	S	T	N	O	E	G	R	U	S
L	P	D	Z	K	N	L	E	P	L	A	C	S	C	I	D	E	P	O	H	T	R	O
L	E	N	O	T	S	I	G	O	L	O	R	E	T	N	E	O	R	E	T	S	A	G
E	D	S	T	C	H	A	R	T	A	G	B	T	A	R	O	R	J	I	C	E	O	L
R	I	T	O	U	R	O	L	O	G	I	S	T	L	M	T	T	G	V	I	B	T	T
G	A	E	L	E	D	I	V	O	T	I	D	E	O	D	B	H	C	F	T	V	A	S
I	T	W	O	D	A	B	N	C	G	E	S	T	E	T	H	O	S	C	O	P	E	I
S	R	U	G	C	B	V	E	O	T	M	O	J	K	A	I	T	A	R	I	A	T	G
T	I	T	I	E	C	B	L	L	L	N	R	S	C	V	H	I	B	D	B	T	S	O
R	C	S	S	L	M	O	R	A	T	O	E	H	B	D	C	S	E	O	I	H	I	L
C	I	E	T	I	C	I	A	N	S	L	G	R	T	O	Y	T	A	D	T	B	L	O
L	A	R	O	E	K	T	V	R	S	E	C	I	A	R	S	U	T	S	N	R	U	N
T	N	I	N	T	W	R	N	I	S	T	C	F	S	X	P	R	N	L	A	O	C	I
E	A	Y	A	B	N	O	E	G	R	U	S	C	I	T	S	A	L	P	C	E	O	H
C	G	E	R	U	T	A	R	E	P	M	E	T	S	I	G	O	L	O	I	D	A	R

FAMILY MEDICAL RECORD

NAME ______ Age ______ Birth Date ______ Sex ______

RELIGION ______ S M D W ______ OCCUPATION ______

FAMILY	ALIVE	State of Health Poor-Fair-Good	Deceased	Cause of Death	Blood Type	Illness
(you)						

List the number of each of the items you or your family have had under illness above.

1. Allergy
2. Arthritis
3. Asthma
4. Cancer
5. Diabetes
6. Epilepsy
7. Hay Fever
8. Hearing Defects
9. Heart Defects
10. High Blood Pressure
11. Hives
12. Jaundice
13. Kidney Infection
14. Mental Retardation
15. Obesity
16. Pleurisy
17. Rheumatic Fever
18. Visual Defects
19. Tuberculosis
20. Whooping Cough

MEDICAL HISTORY: ______

SURGICAL HISTORY: ______

ORTHOPEDIC HISTORY: ______

HABITS: ______

TOBACCO ______ HOURS WORKING ______ HOBBIES ______

ALCOHOL ______ HOURS OF SLEEP ______

TEA ______ INSOMNIA ______ HOME CARE

COFFEE ______ (A quiet bedroom) ______

RECENT ILLNESS: ______

TEMPERATURE

The temperature is one of an individual's vital or life signs.

A basic way to determine the presence and seriousness of an illness is to take a person's temperature, using one of three types of fever thermometers. These are: the oral thermometer (the most commonly used); rectal thermometer; and the multi-use or stub type, which can be used orally, rectally or under the arm. The oral thermometer is the easiest to use.

Purchasing a Thermometer:

1. Ask the advice of your physician, nurse, or pharmacist as to brand and type.
2. Purchase the best thermometer, not the least expensive (prices range from less than $1.00 for the cheapest thermometer to about $4.00 for the most expensive ones). A good thermometer is accurate, will last a lifetime unless it is broken, and is well worth the additional cost.
3. Do not purchase a thermometer that comes with a chart showing corrections. A good thermometer does not have to be corrected.
4. Examine the thermometer carefully before buying. Make sure that it is easy to read the numbers and lines on the glass and that the glass and that the mercury column is clearly visible and unbroken.
5. Read the guarantee carefully.

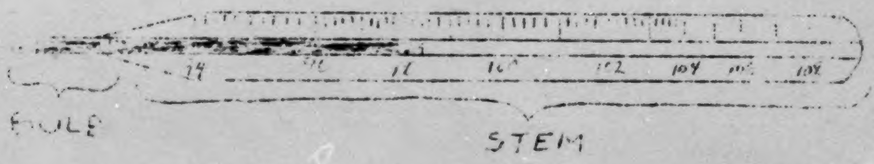
Taking the Temperature:

1. Before using a thermometer, disinfect it in rubbing alcohol or wash it thoroughly in soap and cool water. (Hot water may break it.)
2. Reduce the mercury level to a point well below 98.6°F. by holding the thermometer at the end opposite the bulb and shaking it downward sharply.
3. If an individual has been smoking or drinking hot or cold fluids, wait fifteen minutes before taking the temperature.
4. Place the bulb end in the mouth beneath the tongue and close the lips. Leave in place with the lips closed for three minutes.
5. Remove the thermometer, holding it by the stem. Wipe with cotton from the stem end toward the bulb end.

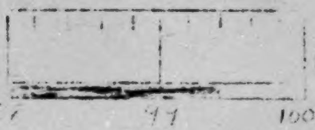
Reading the Thermometer:

1. Stand with your back to the light and hold the thermometer on the stem end at eye level.
2. Rotate the thermometer until you can see clearly the point at which the mercury column ends on the temperature scale.

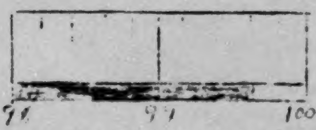
3. Each long line indicates a one degree elevation in temperature. Only every other degree is marked with a number. In between each long line are four shorter lines. Each short line equals two-tenths (2/10 or .2) of one degree. The thermometer is 'read' at the point at which the mercury ends.



On the following two diagrams, try to read the thermometer and record it.



reading ——



reading ——

4. Now take your own temperature (following directions given before). After reading the thermometer, wash it with soap and water. Then place it in the test tube filled with alcohol. Mark the exact time that you placed it in alcohol and place in front of the test tube.

*NOTE: A thermometer must be in alcohol twenty minutes before being used again.

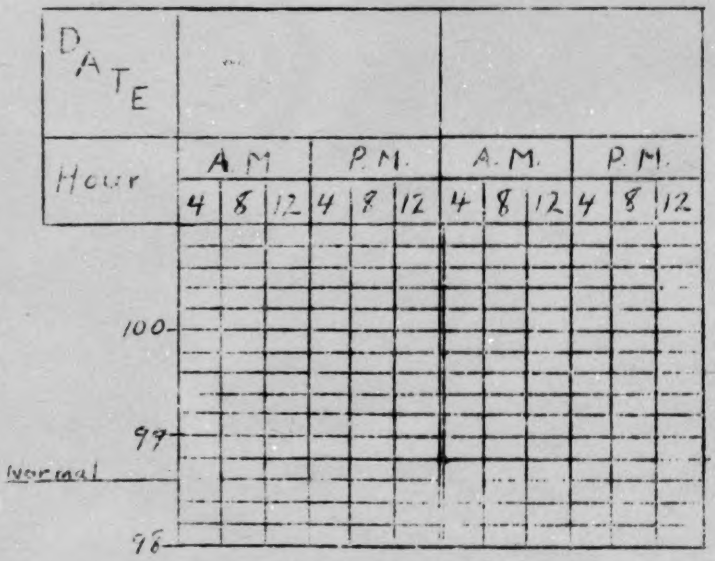
Charting the Temperature:

1. Doctor's offices and hospitals keep graphic charts for recording temperatures. It is important that these records be accurate and readable so they can be used effectively by doctors, nurses, or other health care workers.

2. To chart accurately, draw a solid dot on the lines which correspond to the readings and to the closest time the reading was taken.

On the diagram below, chart these temperatures for yesterday and today:

Yesterday: 8 a.m. - 98.8; 8 p.m. - 99.8
Today: 8 a.m. - 99.0; 8 p.m. - 99.6



Now connect the dots with straight lines. The graph will then show an accurate picture of temperature changes.

On the large Graphic Chart record your temperature, taken during class, on four consecutive days.

GRAPHIC CHART

Name ______________________ Dr. ______________________

Month ______________________

DATE																								
HOUR	A.M.			P.M.			A.M.			P.M.			A.M.			P.M.			A.M.			P.M.		
	4	8	12	4	8	12	4	8	12	4	8	12	4	8	12	4	8	12	4	8	12	4	8	12
106																								
105																								
104																								
103																								
102																								
101																								
100																								
99																								
NORMAL ← TEMP.																								
97																								

PULSE

The pulse is one of an individual's vital or life signs.

The pulse is the pressure of the blood felt against the wall of arteries as the heart alternately contracts and relaxes. This pulse can be felt anywhere in the body where there is an artery close to the surface, and where it can be squeezed against a bone by the fingers.

The Pulse as an Indicator

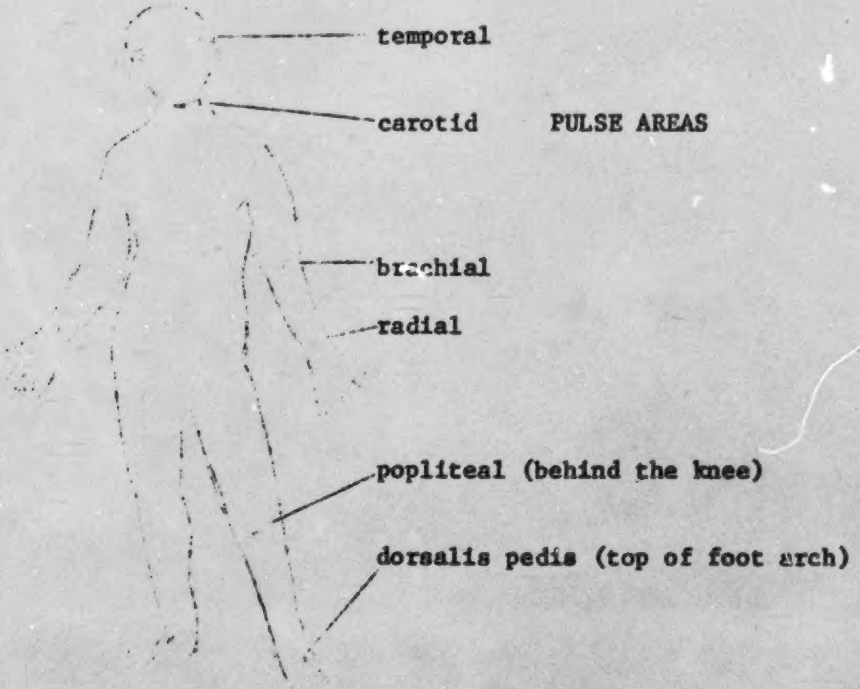
The average pulse rate is 72 beats per minute. Pulses that are too fast or too slow, too strong or too weak can give doctors an indication of the condition of the circulatory system. Pulse rates vary from person to person and change according to the activity level---- very slow during sleep and very rapid during strenuous exercise.

Taking the Pulse

1. Using the fingers, the pulse can easily be found at the sides of the neck, at the temples and on the thumb side of the wrist. (Other pulse areas can be seen in the diagram below)

2. Generally the pulse is taken over the radial artery.

3. The pulse rate is found by counting the number of throbs felt per minute. A shorter way would be to count for thirty seconds and then to multiply by two.


temporal
carotid
brachial
radial
popliteal (behind the knee)
dorsalis pedis (top of foot arch)

PULSE AREAS

4. Take your pulse for one minute and record it in the space to the right.

____

5. Wait a full minute. Take your pulse for one minute and record it again. ____________________

6. If #4 and #5 are not the same continue the procedure until you get two similiar counts.

Charting the Pulse

1. Persons who work in medical services generally keep graphic charts for recording pulses. It is important that these records be accurate and readable so they can be used effectively by doctors, nurses, or other health care workers.

2. Chart your pulse on the graph below. Remember to chart accurately, draw a solid dot on the lines which correspond to the readings and to the closest time the reading was taken.

Date						
Hour	a.m.			p.m.		
	4	8	12	4	8	12
180						
170						
160						
150						
140						
130						
120						
110						
100						
90						
80						
70						
60						
50						
40						

RESPIRATION

Respiration is one of an individual's vital or life signs.

The main function of respiration is to supply the cells of the body with oxygen and to rid the body of carbon dioxide.

There are two parts to each respiration -- inhalation (taking in) and exhalation (giving off).

The Respiration as an Indicator

The average adult respiration rate is between fourteen and eighteen counts per minute. Health care workers are interested in both the character of respirations as well as the rate. Respirations are described as being normal, shallow, deep, labored or difficult. The type of activity or degree of illness of a person will in part determine the character of his respiration.

Counting the Respiration

1. The respiration rate is determined by counting the rise and fall of the chest for a one minute period.

2. If the rate you count is more than twenty-five per minute, it is said to be accelerated.

3. Count your respirations for one minute and record it in the space provided. ________________________

4. Wait a full minute. Count your respiration again for one minute. Record______________________.

5. If #3 and #4 are not the same continue the procedure until you get two similiar counts.

Charting the Respiration

1. Persons who work in medical services generally keep graphic charts for respiration recording. It is important that these records be accurate and readable so they can be used effectively by doctors, nurses, or other health care workers.

2. Chart your respiration on the graph on the next page. Remember to chart accurately, draw a solid dot on the lines which correspond to the readings and to the closest time the reading was taken.

NOTE: Since people can voluntarily control a portion of their respiration, most health care workers usually count both the pulse and respiration at the same time. This way the patient is unaware that their respiration is being counted.

Date						
Hour	A.M.			P.M.		
	4	8	12	4	8	12
70						
65						
60						
55						
50						
45						
40						
35						
30						
25						
20						
15						
10						

ACTIVITY CHANGES/Circulation and Respiration

Earlier you learned to accurately take your pulse and respiration rates. Also you learned to record them on a graphic chart.

This experiment is designed to illustrate the changes which take place in the circulatory and respiratory systems as a result of activity.

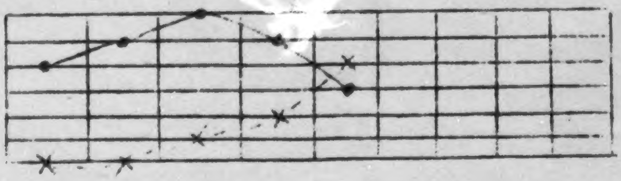
Examine the Chart

1. Look over the chart on the next page. You will notice that both pulse and respiration are to be recorded on one chart.

2. For this experiment only you will need to record your pulse rates with a solid dot ( ) and connect your solid dots with a solid line( ).

3. For this experiment only you will need to record your respiration rates with an x (x) and connect your x's with dotted lines (- - -).

4. See the example below:



Experiment Procedures

1. Select a partner who will assist you in this experiment (step 3&4)

2. Step 1: Sit quietly for five minutes.
Count your own resting pulse for twenty seconds.
Multiply your pulse rate by three and record on the graphic chart.

   Next count your respiration rate for twenty seconds.
Multiply your respiration rate by three and record on the graphic chart.
3. Step 2: Stand and take your pulse for twenty seconds.
Multiple your pulse rate by three and record on the graphic chart.

   Next count your respiration rate for twenty seconds.
Multiply your respiration rate by three and record on the graphic chart.

4. Step 3: Jog up and down the stairs once.
Count your own pulse for twenty seconds.
Multiply your pulse rate by three and record on the graphic chart.

   While you are counting your pulse your partner will count your respiratinns for twenty seconds.
Multiply your respiration rate by three and record on the graphic chart.

5. Step 4: Jog up and down the stairs three times without rest.
Follow the same procedure as step 3 above.

6. Switch partners and repeat entire experiment.

GRAPHIC CHART

Circulation and Respiration

Name____________________

Date	1.	2.	3.	4.
200				
195				
190				
185				
180				
175				
170				
165				
160				
155				
150				
145				
140				
k35				
130				
125				
120				
115				
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55				
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15				
10				
5				

Need glasses? Know where to go for them? You really have two choices, depending upon what you think the problem might be or upon how you feel about medical doctors. In the end the person who will test your vision will be either an opthalmologist or an optemetrist.

An ophthalmologist is a medical doctor who specializes in the treatment of eye diseases and visual disorders. He or she is the person who may perform surgery on the eye itself.

Sometimes ophthalmologists are so busy treating diseases and disorders of the eye they do not have time to give vision tests. In this case, you may choose to see an Optometrist --- specialist who measures the power and range of your vision.

In either case, your glasses are made by the optician who grinds the lens according to your prescription and fits them to the frame you choose.

Define the following:

1. Ophthalmology
2. Ophthalmologist
3. Optometry
4. Optometrist
5. Optician

6. (a) Who do you think has the most education of the three professionals described above?

   (b) Who the least education?

7. Who would perform surgery on the eye?

Did you know the chances are very great that you will lose your hearing? Frightening? Not really, for we all will get old and slow down, and as we do so, our hearing powers will begin to fade.

If and when this happens, one, two or three professionals may be involved in the diagnosis. These people are the Otologist, the Otolaryngologist, and the Audiologist.

The Otologist is a medical doctor who specializes in diagnosis and treatment of the ear alone. The Otolaryngologist is a medical doctor who specializes in the diagnoses and treatment of the nose and throat as well as the ear. The Audiologist is a specialist in the non-medical evaluation and rehabilitation of persons with hearing disorders. All three may give hearing tests using an audiometer to determine the extent of hearing loss and may recommend the use of a hearing aid.

Many times, any one or all of these professionals work with another. The speech thereopist is one who helps persons correct speech defects which may or may not be connected with hearing problems.

1. Of the three professionals described above, who may perform surgery on the ear?
2. Who of the three may have the most training?
3. What is the difference between an Otologist and an Otolaryngologist?
4. Define Otology.
5. What is an Audiomaster?

MEDICAL I.Q.
Could You Survive in a Hospital?

VOCABULARY FOR NURSE'S AIDES

1. BANDACE:
   a. stoppage of blood
   b. to apply a length of material to a part of the body for support or protection.
   c. salve applied to wound
2. BASIN:
   a. a bowl, usually sterile (germ-free), to hold solutions
   b. Large bone found in lower leg
   c. special sterilizing process
3. PULSE:
   a. regular wave-like activity felt at various points on the body occuring with each heartbeat
   b. type of body fluid
   c. special instrument for measuring respiration
4. BLOOD PRESSURE CUFF:
   a. special hospital identification bracelet
   b. clotting of blood in lower leg
   c. inflatable cloth material wrapped around the arm to obtain a blood pressure reading.
5. SPLINT:
   a. type of break usually found in lower leg
   b. tissue connection between muscle and bone
   c. a support made of wood, metal, or plaster to keep a movable part from moving.
6. DISPOSIBLE SUPPLIES:
   a. salt, sugar, flour
   b. paper cups, kleenex
   c. sheets and pillowcases

VOCABULARY FOR LABORATORY TECHNICIANS

7. BACTERIA:
   a. X-raying process
   b. microscopic plant cells capable of causing disease
   c. spinal tap done in lower back.
8. CULTURE:
   a. good relationship between patient and doctor
   b. special medicine for curing colds
   c. to grow bacteria in a special dish so that they can be easily identified
9. BIOPSY:
   a. examining dead body tissue
   b. a test in which a small sample of living tissue is taken for miscroscopic study
   c. high-powered microscope
10. ANTISEPTIC:
   a. slows blood cell division
   b. counteracts high blood pressure
   c. stops bacterial growth

MEDICAL I. Q. - continued

11. TOXIC:
    a. poisonous
    b. type of medicine
    c. shot for lockjaw

12. CENTRIFUGE:
    a. machine used to prepare laboratory samples
    b. machine used to measure center of gravity
    c. central portion of the hospital

VOCABULARY FOR NURSES

13. IN-PATIENT:
    a. a person who is admitted to the hospital
    b. patient receiving heavy medication
    c. patient in private room

14. OUT-PATIENT:
    a. patient in a room with others
    b. a person who is treated but not admitted to the hospital
    c. patient receiving light medication

15. REGISTERED NURSE:
    a. nurse with two years of training
    b. a graduate nurse who has passed state exams and is licensed to practice
    c. nurse who admits patients

16. AMBULATE:
    a. loss of a limb
    b. attendant who operates an ambulance
    c. to walk about

17. AUSCULATION:
    a. rotating the hand in a circular fashion
    b. rapid breathing
    c. act of listening with a stethoscope

18. AFEBRILE:
    a. term used to describe high blood pressure
    b. without fever
    c. to cease breathing

VOCABULARY FOR DOCTORS

19. SCALPEL
    a. upper part of head
    b. brain tumor
    c. the blade used to make an incision

20. FRACTURE:
    a. material used in constructing a cast
    b. a break in a bone
    c. a broken artery

21. ELECTROCARDIOGRAM:
    a. electric shock treatment used on mentally ill
    b. death by electrocution
    c. (EKG, EGG) a graphic tracing of the electrical forces produced by the contraction of the heart.

MEDICAL I.Q. - continued

22. ALLERGY:
    a. medicine used in treatment of leukemia
    b. condition of being hypersensitive after exposure to a substance
    c. rare insect that transmits disease

23. ANALGESIC:
    a. a medicine for allergies
    b. person with a spasmodic disease
    c. a medicine that relieves pain

24. ANTIBIOTIC:
    a. a medicine used to kill or stop growth of bacteria
    b. to counteract brain damage
    c. loss of anethesia

MEDICAL TERMINOLOGY

Medical terms which are commonly used by health care workers are oftentimes difficult to understand. Knowing the meaning of terms which are frequently used will: (1) enable you to communicate more clearly with your doctor and (2) enable you to have greater understanding when you read magazine and newspaper articles concerning health.

Medical terms are usually combinations of words or word parts. Listed below are some more commonly used parts.

Prefixes	Suffixes	Common	Combining
anti (against)	algia (pain)	arthr	(joint)
bio (life)	cide (kill)	cardi	(heart)
contra (against)	ectomy (cut, remove)	crani	(skull)
endo (within)	emia (blood)	derm	(skin)
ex (out from)	gram (writing)	electro	(electric)
hemo (blood)	itis (imflammation)	gastr	(stomach)
hyper (excessive)	logist (person who practices a science)	gyn	(woman)
hypo (under)	logy (study of)	neur	(nerve)
hyster (uterus)	oma (swelling)	osteo	(bone)
micro (small)	osis (condition)	oto	(ear)
peri (around)	rhea (discharge)	path	(disease)
post (after)	therapy (treatment)	pod	(foot)
pre (before)		poly	(many)
re (again		psych	(mind)
		pulmo	(lung)
		thermo	(heat)
		vaso	(vessels)

A. Define the meaning of the following combined medical terms (use the prefix suffix and common combining lists above for help).

1. arthritis ____
2. biology ____
3. cardialgia ____
4. cardiologist ____
5. cardiovasular ____
6. craniotomy ____
7. dermatology ____
8. endoderm ____
9. gynecology ____

10. hysterectomy ______________________________
11. neuralgia ______________________________
12. neurologist ______________________________
13. osteoarthritis ______________________________
14. otitis ______________________________
15. pathology ______________________________
16. podiatrist ______________________________
17. psychiatry ______________________________
18. psychology ______________________________
19. tonsillectomy ______________________________
20. electrocardiogram ______________________________

B. With only partial information from the prefix and suffix and common combining lists see if you can define, in your own words, the following medical terms (try to do without a dictionary).

1. anemia ______________________________
2. appendectomy ______________________________
3. biopsy ______________________________
4. bronchitis ______________________________
5. carcinoma ______________________________
6. hemotoric ______________________________
7. hypertension ______________________________
8. pesticide ______________________________
9. postmortem ______________________________
10. prenatal ______________________________

WHAT ARE HEALTH CAREERS ALL ABOUT?

How would you define the word job?

How would you define the word career?

What do you think are the differences between the words job and career?

Would you prefer a job or a career? Why?

There are three stages to career education. What are those stages?

1.

1.

3.

There are many kinds of health careers. Some careers in health are common to other career groups. For example, there are administrators and teachers in schools

Where might an administrator in the health field work?

1.

2.

2.

Where might a teacher in the health field work?

1.

2.

3.

Every job requires people to function in relation to data, people and/or things in varying degrees. Have you ever heard people say, "Do you want to work with people or with things?" --- this is really what they are talking about.

What do you think the following mean:

Data:

People;

Things:

Do you think an Ambulance Driver is more related to data? people? or things? Explain your answer.

Do you think a Physical Therapist is more related to data? people? or things? Explain your answer.

Do you think a Pharmacist is more related to data? people? or things? Explain your answer.

Some terms such as therapy are common to the field of health. What does the word therapy mean? (Use the dictionary).

Some types of therapy are more difficult to define. You will need to know what the first word of their career means.

What do you think inhalation therapy would be?

What do you think occupational therapy would be?

Another term common to the field of health is nurse. What does the word nurse mean, in realtion to health care? (Use the dictionary).

What is a registered nurse?

What is an LPN nurse?

What is a nurse aide?

A medical doctor who works in one particular field is called a specialist.

The more a physician concentrates his attention on a given system of the body, the less time he has for the whole person and the less proficient he is in general practice. To thoroughly know one area of medicine, he must confine himself to it to the exclusion of other areas. Such concentration has been necessary for medicine to make its great strides in heart surgery, cancer treatment and prevention, psychiatry, orthopedics, surgery and other areas. A recognized specialist must have completed a full program of medical training and passed the written examination required of his particular specialty.

Some common specialits are:

Pediatrics -- doctors who specialize in the care of infants and children. They advise parents, give checkups diagnose congenital deformities, administer immunizations, and treat childhood diseases.

Surgery -- The work of the surgeon involves surgically operating on a patient to correct some physical condition. It may involve removing a cancer, repairing a defective heart, setting a broken bone, or attempting to correct a damaged brain.

Obstetrics -- doctors who specialize in obstetrics care for women in pregnancy and child birth. Frequently this speciality is combined with gynecology (the care of women's diseases).

What would the following specialists do:

A urologist specializing in urology.

A radiologist, specializing in radiology.

A proctologist specializing in proctology.

It has been said that behind every specialist there are at least ten to fifteen various health care workers. List below ten health care workers who might be of assistance to the fields of specialized medicine.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

MATCH YOUR ABILITIES TO CAREERS IN HEALTH

What are you abilities?

What are your interests?

What are your likes and dislikes?

Have you ever stopped to list the many things you can do well, or those activities that you like? Have you ever thought about the things that interest you? What are your likes and dislikes?

There are many things you like to do. For example, there are schoolmates you prefer to be with that you like, and probably others that you dislkie. You have favorite T.V. programs, and favorite movies. Certainly, you have favorite sports and recreational activities. There are certain books that you like to read, others you don't. There are some chores you don't mind doing around the house, and others that you detest.

Why do you like some things and not others?

Why do you have certain abilities that you consider your strong points?

Why are you interested in certain activities and not in others?

The answers to these questions will help you to choose a future career. It is important to begin knowing yourself, for in knowing yourself, you can channel your abilities, interests and likes into career choices. A choice that allows you to make the best use of your strengths and interests will be a wise choice of career. Such a choice will provide you with inner satisfactions because you will be doing things that interest you, or in which you are good!

The following questions are designed to give you some insight into yourself.

After each question, you will find four (4) choices of possible health careers. These fit the interest or ability found in the question. Select the best choice for each question and write it in the center column provided.

In the column at the right, next to each statement, headed, "My Interest or Ability," place a check (x) if that question suits your own interest, like or ability. (*Note: There may be more than one correct answer to a question.)

BEST CHOICE (write out) **MY INTEREST OR ABILITY** (check)

1. I write well and get good marks on my class compositions. I enjoy writing letters to friends.

PUBLIC HEALTH INFORMATION SPECIALIST
CYTOTECHNOLOGIST (study of cells)
SCIENCE WRITER
SANITARY ENGINEER

2. I am a pretty fair athlete and perhaps I may be on the school's varsity team. I enjoy coaching grade school children in sports and athletics.

SCHOOL HEALTH EDUCATOR
RECREATIONAL THERAPIST
DIETITIAN
PHYSICAL THERAPIST

3. I can draw and sketch well. Some of my drawings in the Science Class, or art class have been praised

STATISTICAL CLERK
WARD CLERK
MEDICAL ILLUSTRATOR
OCCUPATIONAL THERAPIST

4. I like to read about science subjects and the accomplishments of scientists. I like handling scientific equipment and trying out experiments on my own.

MEDICAL LIBRARIAN
REGISTERED NURSE
BIOLOGICAL RESEARCH TECHNICIAN
AMBULANCE ATTENDANT

5. I like to create things in the school shop. I enjoy industrial arts projects and help out with repairs at home.

ORTHOPEDIC APPLIANCE MAKER
HOSPITAL BUILDING MAINTENANCE WORKER
MEDICAL ASSISTANT
INHALATION THEREAPY AIDE

	BEST CHOICE (write out)	MY INTEREST OR ABILIT (check)
6. I keep the class materials well organized and neat. I am good at figures.	____________	____________

BLOOD BANK TECHNOLOGIST
MEDICAID AND MEDICARE CLERK
WARD CLERK
LICENSED PRACTICAL NURSE

7. I have a great deal of patience and compassion for those not as fortunate as myself. I like helping such people.	____________	____________

REGISTERED NURSE
STATIONARY ENGINEER
STATISTICIAN
PSYCHIATRIC SOCIAL WORKER

8. I do my best work in quiet orderly surroundings such as in the library or certain places at home. I like handling details which involve looking up facts in books.	____________	____________

COMPUTER PROGRAMER
MEDICAL RECORDS LIBRARIAN
OUT-PATIENT ASSISTANT
CLERK IN BUSINESS OFFICE

9. I work best when I am under pressure. When I take examinations, I usually do very well.	____________	____________

AMBULANCE ATTENDANT
EMERGENCY ROOM ATTENDANT
INTENSIVE CARE UNIT
OPERATION ROOM ATTENDANT

10. I have good work habits, follow directions well and generally observe rules when they are set for the welfare of the majority of the school	____________	____________

JUNIOR ACCOUNTANT - BUSINESS OFFICE
ENVIRONMENTAL RESEARCH AIDE
HISTOLOGIC LABORATORY AIDE
HOSPITAL PERSONNEL DIRECTOR

BEST CHOICE (write out) MY INTEREST OR ABILIT (check)

11. I enjoy dramatics, dramatic art, radio and television classes. People say I am a natural actor. ____________ ____________

HOSPITAL PUBLIC RELATIONS OFFICER
MEDICAL RECEPTIONIST
ADMITTING OFFICER
MEDICAL SOCIAL WORKER

12. I like to write for my school newspaper or literary ediotr. ____________ ____________

MEDICAL SCIENCE WRITER
PUBLIC HEALTH INFORMATION SPECIALIST
HEALTH EDUCATOR
DRUG RETAIL SALESMAN

13. I'd like to make money right away and become independent. ____________ ____________

PHARMACEUTICAL PRODUCTS SALESMAN
NURSE'S AIDE
PORTER
ACCOUNTANT

14. I am considered a good mixer and enjoy being popular. ____________ ____________

PUBLIC RELATIONS OFFICER
PSYCHOLOGIST
DENTAL ASSISTANT AND SECRETARY
DIRECTOR OF HOSPITAL VOLUNTEER SERVICES

15. I like the challenge of learning new things in the scientific world. ____________ ____________

MEDICAL RESEARCH SPECIALIST
DOCTOR OF MEDICINE
RADIOLOGIST
BASIC RESEARCH IN ENVIRONMENTAL HEALTH

	BEST CHOICE (write out)	MY INTEREST OR ABILITY (check)
16. I like to be the leader of my "crowd" and generally take over when tough decidions have to be made.	________	________

HOSPITAL MEDICAL DIRECTOR
EXECUTIVE HOUSEKEEPER
DIRECTOR OF BUILDINGS & MAINTENANCE
INDUSTRIAL HYGIENIST

17. I like the idea of being thought of as a "big brain". I enjoy tough school subjects such as mathematics, chemistry and biology.	________	________

ENVIRONMENTAL RESEARCH SPECIALIST
MEDICAL ELECTRONICS SPECIALIST
PHARMACY AIDE
CHIEF PURCHASING OFFICER

18. I like to communicate and share my ideas with other people.	________	________

PUBLIC HEALTH EDUCATOR
PSYCHOLOGICAL SOCIAL CASE WORKER
PATHOLOGY LABORATORY TECHNICIAN
SAFETY ENGINEER

19. I like to work with children and enjoy telling stories and playing games with them.	________	________

PEDIATRICIAN
NURSERY SCHOOL COUNSELOR
PEDIATRIC WARD NURSE
SPEECH PATHOLOGIST

IF YOU HAVE PLACED A CHECK IN THE RIGHT HAND COLUMN ("MY INTEREST OR ABILITY") ON TH
FOLLOWING LINES WRITE THE POSSIBLE CAREERS FOR WHICH YOU WOULD BE SUITED.

________________ ________________

________________ ________________

________________ ________________

________________ ________________

________________ ________________

________________ ________________

EXPLORING A HEALTH CAREER

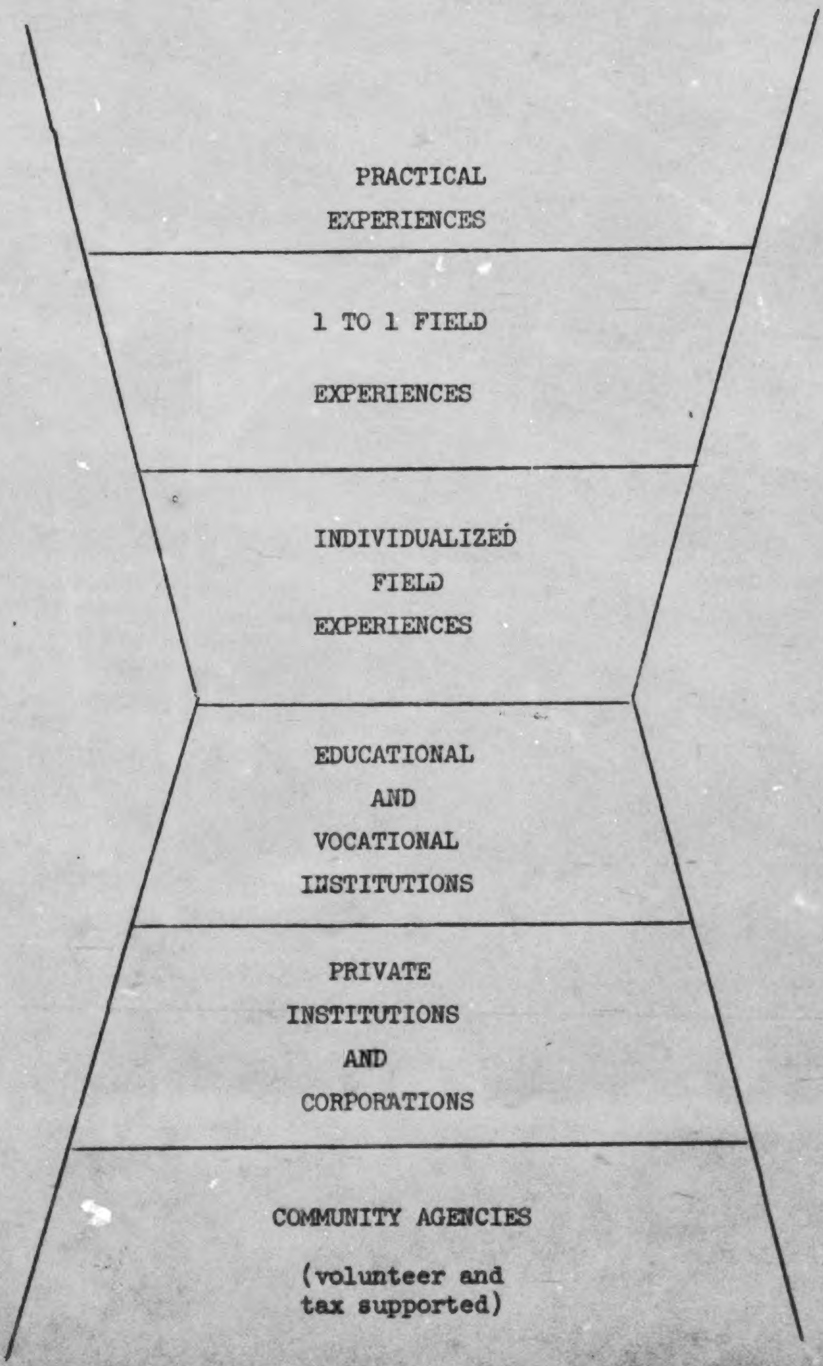
Select one health or health related career. It should be one which particularly interests you and one in which you would like to obtain more information.

Using any material that is available to you, develop an informational chart, pamphlet or flier which would, in brief form, intice someone to look further into the career. You may use illustrations, diagrams, slogans, etc. You should include the following information:

1. Name of the career
2. Brief job description
3. Type or amount of training necessary
4. Salary
5. Employment opportunities (open equally to both sexes?)
6. Personal qualifications
7. Any special information (working conditions, hours, etc.)
8. Advancement opportunities
9. Where to find further information.

NOTE: Exploration Exposures should be organized in a building block pattern moving from step 1 to step 6. This type of organization will allow students to move as far as their interests carry them.

EXPLORATION EXPOSURES


PRACTICAL EXPERIENCES
1 TO 1 FIELD EXPERIENCES
INDIVIDUALIZED FIELD EXPERIENCES
EDUCATIONAL AND VOCATIONAL INSTITUTIONS
PRIVATE INSTITUTIONS AND CORPORATIONS
COMMUNITY AGENCIES (volunteer and tax supported)

SAMPLE EXPLORATORY EXPERIENCES INTEREST AREAS:
(Portland Metropolitan Area)

General (Community Volunteer Agencies)

1. American Cancer Society
2. American Red Cross
3. Blanchet House
4. Central Fire/Disaster Center
5. Goodwill
6. Sunshine Division
7. United Good Neighbor

Biology and Zoology

1. Carolina Biological Laboratory (POwell Division)
2. United Medical Laboratory

Community, Social and Youth Work

1. Contact Center/Arbuckle Flat
2. Drug Treatment Center
3. FISH
4. Food Stamp Distribution Center
5. North Portland Youth Service Center
6. Outside-In

Cooking/Foods

1. Benson Hotel
2. Kaiser Hospital/Diet Kitchen
3. Natures Storehouse
4. Oak Knoll Winery

Dental Technology

1. Dahlin Dental Laboratory
2. Portland Community College-Sylvan Campus/Dental Department
3. Western Dental

Ecology/Conservation

1. Crown Zellerbach
2. Department of Environmental Quality
3. Forestry Center
4. Harborton
5. Trojan Nuclear Plant
6. Wildlife Management

Medicine and Medical Technology

1. Barnes Veteran's Administration Hostital
2. Emmanuel Hospital
3. Medical Laboratory/Medical-Dental Building

Nursing

1. Del's Care Center
2. Kaiser Hospital
3. Multnomah County/Multi-Service Center
4. Portland Community College-Sylvan Campus/Nursing Department
5. University of Portland-Nursing Department

Pharmacy

1. Kaiser Hospital/Pharmacy Department
2. Northwest Physical Therapy Clinic
3. University of Oregon Medical School/Physical Therapy Ward

Special Education

1. Emily School
2. Oregon School for the Blind/Salem
3. Clarendon Elementary School

Veterinary Medicine

1. C.J.'s Dog Grooming Salon
2. King Size Stables
3. Lombard Animal Hospital

Miscellaneous

1. American Ambulance
2. Multnomah County Medical Services

SUITABLE RESOURCE MATERIALS

Books

Hospitals, Sextant Series

Your Future in a Changing World, Richards Rosen Press

A Medical Careers Handbook, Horizons Unlimited

Careers and Occupation, Vols. 1 & 2, Chrysler Corp.

Career Opportunities, New York Life Insurance

You and a Health Career, Fairchild Publications

Careers in Therapy, Medical Technology & Nutrition, Fairchild Publications

Nursing and Allied Careers, Fairchild Publications

Your Future as an Optician, Richards Rosen Press

Your Career in Nursing, Messner Publications

Career Opportunities: ecology, conservation, environmental control. Doubleday, Ferguson Publications

Handbook of Job Facts, SRA

Career Opportunities: Health Technicians, Doubleday, Ferguson Publications

Occupational Outlook Handbook, U.S. Dept. of Labor

You Can Work in the Health Services, John Day Co.

APPENDIX A

MEDICAL SPECIALISTS

1. Endocrinologist
2. Anesthesiologist
3. Radiologist
4. Rhinologist
5. Urologist
6. Gynecologist
7. Dietician
8. Neurologist
9. Gasteroenterologist
10. Orthotist
11. Orthopedic
12. Plastic Surgeon
13. Allergist
14. Pediatrician
15. Surgeon
16. Otologist
17. Internist
18. Path
19. Psychi
20. Oculist

21 - 25. Temperature
Chart
Stethoscope
Scalpel
Antibiodic

26. Cardiologist, dermatologist, epidemiologist geriatrician, obstetrician, orthopedist, proctologist, or any others.
27. Circulatory, sensory or others.

28 - 35. Individual answers.

CAREER SEARCH

1-29

Admission
Aide
Assistant
Audiologist
Dialysis
Dietician
EEG
EKG
Groundskeeper
Guard
Hygienist
Inhalation
LPN
Nutritionist
Orderly
Orthotist
Pathologist
Pediatric
Pharmacist
Physician
Podiatrist
Purchasing Agent
Radiologist
RN
Surgeon
Technician
Therapy
Typist Clerk

30-31
EEG, EKG

32-35
Aide, Groundskeeper, Security, Typist Clerk

CREDITS

ROOSEVELT SOPHOMORES
All 1227 of them

PARENT TEACHER STUDENT ASSOCIATION
Volunteer Parents in our Classroom
Volunteers in Portland Schools
Roberta Shackleton - Coordinator
Joan Bogus - Coordinator

DILIGENT WORKERS
Herb, Linda, Don, Sue, Theresa, Becky, Larry, Raylene, Jeff, Karen, Margaret and others.

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TITLE: VOCATIONAL EDUCATION CURRICULUMS.

DESCRIPTOR: *COURSE DESCRIPTIONS; *VOCATIONAL EDUCATION; CUSTODIAN TRAINING; OFFICE OCCUPATIONS EDUCATION; FOOD SERVICE OCCUPATIONS; GRAPHIC ARTS; SALES WORKERS; SEAMSTRESSES

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ABSTRACT: THIS GUIDE CONSISTS OF COURSE OUTLINES FOR SEVERAL VOCATIONAL EDUCATION PROGRAMS DEVELOPED BY THE CHICAGO GOODWILL REHABILITATION CENTER. THESE INCLUDE: CUSTODIAL SERVICES, CLERICAL OCCUPATIONS, ELECTRICAL-MECHANICAL ASSEMBLY, FOOD SERVICES, GRAPHIC ARTS, SALES MERCHANDISING, SPRAY PAINTER, CLOTHING INDUSTRY OCCUPATIONS, TRUCK DRIVER AND HELPER, AND UPHOLSTERY OCCUPATIONS. THE INDIVIDUAL CURRICULUMS ARE PRESENTED IN OUTLINE FORMAT, SUBDIVIDED INTO GENERAL AREAS OF LEARNING. THE RECOMMENDED NUMBER OF HOURS FOR EACH OF THE GENERAL LEARNING TASKS IS GIVEN, ALONG WITH A RECOMMENDED TOTAL TIME FOR THE COURSE. MINIMUM ENTRANCE REQUIREMENTS ARE SPECIFIED AND A GENERAL INDICATION OF PLACEMENT POSSIBILITIES UPON COMPLETION OF THE PROGRAM IS OFFERED. THE "DICTIONARY OF OCCUPATIONAL TITLES" NUMBER IS GIVEN FOR EACH OF THE PROGRAMS. (NJ)

INSTITUTION NAME: CHICAGO GOODWILL REHABILITATION CENTER, ILL.

102 33

VOCATIONAL EDUCATION CURRICULUMS

Chicago
Goodwill Rehabilitation
Center

VT 102 838

BUILDING SERVICES

- Custodial

CLERICAL

- Clerk Typist
- Dictaphone Secretary
- Medical Receptionist
- Secretary
- Bookkeeper

ELECTRICAL-MECHANICAL

- Electrical Assembly
- Mechanical Assembly

FOOD SERVICES

- Assistant Cook
- Kitchen Helper
- Waitress
- Counter Attendant
- Salad Girl

GRAPHIC ARTS

- Multilith Operator

SALES MERCHANDISING

- Cashier
- Assistant Manager
- Mail Messenger
- Sales Clerk

SPRAY PAINTER

- Spray Painter

TEXTILES

- Steam Presser
- Power Sewing Machine Operator
- Seamstress
- Shirt Presser

TRANSPORTATION

- Truck Driver
- Truck Helper

UPHOLSTERY

- Upholstery Assembly
- Custom Upholstery

BUILDING SERVICES

Custodial

BUILDING SERVICES

D.O.T.
381.887

I. Orientation

5 Hours

Introduction
General Safety Procedures
Quality of Good Job Performance
Working Conditions
Salary Schedules
Prospects for Future Employment

II. Equipment

15 Hours

Purpose and Use of Equipment
Special Safety Procedures for Each Item
Care of Equipment
Particular Attention Given the Following:
- Automatic Floor Scrubbers
- Buffing Machine
- Carpet Cleaner
- Geerpres Desk Lift
- Ladders

III. Tools and Supplies

15 Hours

Familiarization with the many types of brooms, mops, and buckets. Learning the qualities and uses of various kinds of soaps, detergents, disinfectants, waxes, and sealers.

Proper care and storage of tools and supplies.

IV. Floors

15 Hours

Instruction in the different types of flooring and carpeting and special care of each.

Specail attention given to:
Asphalt Tile
Wood (oak, maple, parqueted, and fir)
Marble
Vinyle Tile
Terrazzo
Concrete
Carpets (wool, synthetics, and Ozite)

V. Furnighings

25 Hours

Care of different finishes of office furnishings such as:
- Wood (mahogany, walnut, and maple)
- Formica
- Metal (chrome and painted)
- Glass Tops
- Vinyl
- Upholstery Fabrics

Proper methods of moving office furnishings by use of dollies, hand trucks, Geerpres desk lift and by hand.

Also how to set up cafeterias and auditoriums

VI. Large Area Cleaning

120 Hours

Instruction and skill training in the cleaning procedures performed in public buildings
- Sweeping
- Stripping Floors
- Waxing Floors
- Mopping
- Washing Floors

VII. Office Cleaning

Instruction in the proper cleaning procedures for offices.
- Carpet cleaning and vacuuming
- Mopping
- Dusting
- Glass Cleaning
- Waste Paper Removal

VIII. Washroom Cleaning

60 Hours

Training in the proper procedures for cleaning washrooms
- Cleaning and sanitizing toilets
- Washbowls
- Mirrors
- Chrome Fixtures
- Tile Walls
- Replacement of towels and tissue
- Refilling Soap Dispensers

IX. Safety

26 Hours

To learn fire prevention regulations such as:
- Location and operation of fire extinguishers
- Storage of combustible materials
- Fire exits
- Location and operation of utility shut-off valves
- Electrical overloading
- How to report and detect unsafe conditions

X. Minor Repairs 30 Hours

Replacing Faucets, Washers, Gaskets, etc.
Repairing Water Boxes and Toilets
Cleaning and Unstopping Drains
Bleeding of Hot Water and Steam Radiators
Replacement of light bnulbs and flourescent tubes
Location and replacement of fuses

XI. Minimum Entrance Requirements

General Educational Background -
Should be able to follow verbal and written instructions

Aptitude -
Intelligence - Should have dull normal to average intelligence.
Memory - Must be able to retain instructions regarding work performed both daily and on a periodic basis.
perception - Should have at least average perceptual ability.

Physical Demands -
Must possess mobility, stamina and be able to lift 100 lbs. Duties require a great deal of standing, walking, stooping, and vigorous arm movements. Must be able to tolerate skin contack with strong detergents.

XII. Placement

Upon satisfactory completion of this course, the student will be placeable as a sanitary engineer for contact cleaner, apartment janitor, or office and Building Service employee.

Recommended length of Course .... 14 Weeks

CLERICAL

Clerk Typist

Dictaphone Secretary

Medical Receptionist

Secretary

Bookkeeper

CLERK TYPIST

D.O.T.
209.388

I. Orientation — 5 Hours

Introduction
Qualities of Good Job Performance
Employee-Employer Relations
Working Conditions
Salary Schedule
Prospects for Future Employment

II. Office Conduct and Relations — 20 Hours

Attendance and Punctuality
Office Procedures
Appearance and Grooming
Business Etiquette
Work Attitudes
Relationships with Co-Workers

III. Filing — 60 Hours

Common Types
Flat Files
Vertical Files
Variable Files

Systems
- Alphabetical
- Numerical
- Subject
- Geographic
- Chronological
- Follow-Up
- Cross-Reference

Procedures
- Rules of Filing
- Index

IV. Typing — 275 Hours

Typewriter care
Electric versus Manual Typewriter
Touch Typing System
Development of Speed and Accuracy
Typing Stencils and Multilith Masters
Making Corrections
Statistical Typing
Proofreading

IV. *Typing* (Cont.)

- Office Stationery
  - Bond
  - Onionskin
  - Envelopes
  - Carbon Paper
  - Index Cards

V. *Proper Business English* 80 Hours

- Communication Techniques Written and Oral
  - Diction
  - Grammar
  - Punctuation
  - Spelling
  - Abbreviations

- Reference Books
  - Dictionary
  - thesaurus
  - Special Dictionaries
  - Secretarial Handbooks

- Business Letters
  - Parts of a Business Letter
  - Styles of a Business Letter

VI. *Proper Telephone Usage* 10 Hours

- Knowledge of Equipment
- Placing and Accepting Calls
- Inter-office and Hold Calls
- Recording and Relaying Messages

VII. *Business Machines* 30 Hours

- Adding Machines
- Calculator
- Copying Machines
- Postage Meter
- Addressograph

VIII. *Minimum Entrance Requirements*

General Educational Development -
Should possess basic academic skills at least equivalent to a tenth grade education.

Aptitudes -
Intelligence - should be functioning within the average range of intelligence, 90 to 109.

Perceptual Speed and Accuracy - Should possess at least average perceptual speed and accuracy.

Manual Dexterity - Should possess at least average manual dexterity with both hands.

Personality and Interests -
Should show a preference for work involving business contact with people, and activities which are frequently detailed, routine, and concrete in nature.

IX. *Placement*

Upon satisfactory completion of this course, the student would be placeable as a clerk typist in virtually any setting.

Recommended Length of Course . . . . 16 Weeks

DICTAPHONE SECRETARY

D.O.T.
201.368

I. Orientation — *5 Hours*

Introduction
Qualities of Good Job Performance
Employee-Employer Relations
Working Conditions
Salary Schedules
Prospects for Future Employment

II. Office Conduct and Relations — *20 Hours*

Attendance and Punctuality
Office Procedures
Appearance and Grooming
Business Etiquette
Work Attitudes
Relationships with Co-Workers

III. Filing — *100 Hours*

- Common Types
  - Flat Files
  - Vertical Files
  - Variable Files

- Systems
  - Alphabetical
  - Numerical
  - Subject
  - Geographical
  - Cross Reference
  - Chronological
  - Follow-Up

- Procedures
  - Rules of Filing
  - Indexing
  - Setting Up Filing Systems

IV. *Typing*

275 Hours

Typewriter Care
Electric versus Manual Typewriter
Touch Typing System
Development of Speed and Accuracy
Typing Stencils and Multilith Masters
Making Corrections
Statistical Typing
Proofreading

Office Stationery
  Bond
  Onionskin
  Envelopes
  Carbon Paper
  Index Cards

V. *Proper Business English*

300 Hours

Communication Techniques Written and Oral
  Diction
  Grammar
  Punctuation
  Spelling
  Abbreviations

Reference Books
  Dictionary
  Thesaurus
  Special Dictionaries
  Secretarial Handbooks

Business Letters
  Parts of a Business Letter
  Styles of a Business Letter

VI. *Proper Telephone Usage*

40 Hours

Knowledge of Equipment
Placing and Accepting Calls
Interoffice and Hold Calls
Recording and Relaying Messages

VII. *Business Machines*

40 Hours

Adding Machine
Copying Machines
Addressograph
Calculator
Postage Meter

VIII. Dictaphone 340 Hours

Types of Dictaphone Equipment
Use and Care of Equipment
Speed and Accuracy in Transcribing

IX. Special Secretarial Duties 80 Hours

Social Amenities of a Secretary
Formal Invitations and Replies
Theater Tickets
Visiting Cards
Christmas Presents and Cards
Birthday and Wedding Aniversaries
Donations
Travel Arrangements
Meetings and Conference Arrangements
Handling Mail
Composing Letters

X. Minimum Entrance Requirements

General Educational Development -
Should possess basic academic skills at least equivalent to a twelfth grade education.

Aptitudes -
Intelligence - Should be functioning within the bright normal range or higher, above 110.

Perceptual Speed and Accuracy - Should possess at least average perceptual speed and accuracy.

Manual Dexterity - Should possess at least average manual dexterity with both hands.

Personality and Interest -
Should show a preference for work involving business contact with people and activities which are often not highly structured.

XI. Placement

Upon successful completion of this course, the student would be placeable in any secretarial setting where dictating equipment is available, and shorthand is not required.

Recommended Length of Course . . . . 40 Weeks

MEDICAL RECEPTIONIST

D.O.T.
237.368

I. *Orientation* *10 Hours*

- Introduction
- Qualities of Good Job Performance
- Medical Ethics
- Employer-Employee Relations
- Working Conditions
- Salary Schedules
- Prospects for Future Employment

II. *Office Conduct and Relations* *30 Hours*

- Attendance and Punctuality
- Office Procedures
- Appearance and Grooming
- Professional Etiquette
- Medical Hygiene
- Work Attitudes
- Relationships with Patients

III. *Filing* *80 Hours*

- Common Types
  - Flat Files
  - Vertical Files
  - Variable Files

- Systems
  - Alphabetical
  - Numerical
  - Subject
  - Geographic
  - Cross-Reference
  - Chronological
  - Follow-Up

- Procedures
  - Rules of Filing
  - Indexing
  - Maintaining Patient Files

(Medical Receptionist p.2)

IV. *Typing* 150 Hours

- Typewriter Care
- Electric versus Manual Typewriter
- Touch Typing System
- Development of Speed and Accuracy
- Typing Stencils and Multilith Masters
- Making Corrections
- Statistical Typing
- Proofreading
- Typing Forms

V. *Proper Business English* 120 Hours

- Communication Techniques Written and Oral
  - Diction
  - Grammar
  - Punctuation
  - Spelling
  - Abbreviations

- Medical Vocabulary

- Reference Books
  - Medical Handbooks
  - Medical Manuals
  - Dictionary

VI. *Record Keeping* 135 Hours

- Service Statistics
- Journals
- Hospital Records
- Office Records

VII. *Medical Reception* 215 Hours

- Proper Telephone Usage
- Greeting Patients
- Taking Medical Histories
- Making Appointments
- Handling Emergencies
- Referring Patients for Professional Services
- Ordering Supplies

VIII. *Sterilization* 40 Hours

- Use of Equipment
- Care of Sterilizer
- Handling of Sterilized Instruments

IX. *Minimum Entrance Requirements*

General Educational Development -
Should possess academic skills at least equivalent to a twelfth grade education.

Aptitudes -
Intelligence - Should be functioning within the bright normal range or higher, above 110.

Perceptual Speed and Accuracy - Should possess at least average perceptual speed and accuracy.

Manual Dexterity - Should possess at least average manual dexterity with both hands.

Personality and Interests -
Should show a preference for work in a medical setting and for activities which are usually highly structured. The student should also have sufficient maturity to recognize the importance of medical ethics and respect the confidentiality of the patients' files.

X. *Placement*

Upon satisfactory completion of this course, the student will be placeable as a Medical Receptionist in the office of a physician, dentist, or optometrist. The student will also be qualified for work as a ward clerk in a hospital.

Recommended Length of Course . . . . 26 Weeks

SECRETARY

D.O.T.
201.368

I. *Orientation* 5 Hours

- Introduction
- Qualities of Good Job Performance
- Employee-Employer Relations
- Working Conditions
- Salary Schedules
- Prospects for Future Employment

II. *Office Donduct and Relations* 30 Hours

- Attendance and Punctuality
- Office Procedures
- Appearance and Grooming
- Business Etiquette
- Work Attitudes
- Relationships with Co-Workers

III. *Filing* 120 Hours

- Common Types
  - Flat Files
  - Vertical Files
  - Veriable Files

- Systems
  - Alphabetical
  - Numerical
  - Subject
  - Geographic
  - Cross-Reference
  - Chronological
  - Follow-Up

- Procedures
  - Rules of Filing
  - Indexing
  - Setting Up Filing Systems

IV. *Typing*

320 Hours

- Typewriter Care
- Electric versus Manual Typewriter
- Touch Typing System
- Development of Speed and Accuracy
- Typing Stencils and Multilith Masters
- Making Corrections
- Statistical Typing
- Proofreading

- Office Stationery
  - Bond
  - Onionskin
  - Envelopes
  - Carbon Paper
  - Index Cards

V. *Proper Business English*

300 Hours

- Communication Techniques Written and Oral
  - Diction
  - Grammar
  - Punctuation
  - Spelling
  - Abbreviations

- Reference Books
  - Dictionary
  - Thesaurus
  - Special Dictionaries
  - Secretarial Handbooks

- Business Letters
  - Parts of A Business Letter
  - Styles of Business Letters

VI. Proper Telephone Usage

40 Hours

- Knowledge of Equipment
- Placing and Accepting Calls
- Interoffice and Hold Calls
- Recording and Relaying Messages

VII. *Business Machines*

40 Hours

- Adding Machine
- Calculator
- Copying Machines
- Postage Meter
- Addressograph

VIII. *Dictaphone*

195 Hours

Types of Dictaphone Equipment
Use and Care of Equipment
Speed and Accuracy in Transcribing

IX. *Shorthand*

400 Hours

Taking Dictation
Transcription

X. *Special Secretarial Duties*

80 Hours

Social Amenities of a Secretary
Formal Invitations and Replies
Theater Tickets
Visiting Cards
Christmas Presents and Cards
Birthday and Wedding Anniversaries
Donations
Travel Arrangements
Meeting and Conference Arrangements
Handling Mail
Composing Letters

XI. *Minimum Entrance Requirements*

General Educational Development -
Should possess basic academic Skills at least equivalent to a twelfth grade education.

Aptitudes -
Intelligence - Should be functioning within the bright normal range or higher, above 110.

Perceptual Speed and Accuracy - Should possess at least average perceptual speed and accuracy.

Manual Dexterity - Should possess at least average manual dexterity with both hands.

Personality and Intersts -
Should show a preference for work involving business contact with people and activities which are often not highly structured.

XII. *Placement*

Upon satisfactory completion of this course, the student would be placeable as a secretary in virtually any setting.

Recommended Length of Course . . . . 51 Weeks

BOOKKEEPER

D.O.T.
210.388

I. *Orientation*

5 Hours

Introduction
Qualities of Good Job Performance
Employer-Employee Relations
Working Conditions
Salary Schedule
Prospects for Future Employment

II. *Office Conduct and Relations*

10 Hours

Attendance and Punctuality
Office Procedures
Appearance and Grooming
Business Etiquette
Working Attitudes

III. *Filing*

35 Hours

- Systems
  - Alphabetical
  - Numerical
  - Subject
  - Geographic
  - Cross-Reference
  - Chronological
  - Follow-Up

IV. *Typing*

100 Hours

Typewriter Care
Touch System
Development of Speed and Accuracy
Statistical Typing

V. *Operating Office Machines*

40 Hours

Adding Machines
Calculators
Duplicating Machines

VI. *Basic Bookkeeping* — *320 Hours*

Books of Original Entry
Journals
Ledgers
Balance Sheets
Payroll Vouchers
Vouchers Registry
Bank Reconciliations
Tax Computations

VII. *Minimum Entrance Requirements*

General Educational Development -
Should possess basic academic skills at least equivalent to the 10th grade education.

Aptitudes -
Intelligence - Should be functioning within the average range of intelligence, 90 to 109

Perceptual Speed and Accuracy - Should possess at least average perceptual speed and accuracy.

Manual Dexterity - Should possess at least average manual dexterity with both hands.

Personality and Interests -
Should show a preference for work involving dealing with numbers and for work which is of the routine nature.

VIII. *Placement*

Upon Successful completion of the program, the student should be placeable in entry level bookkeeping positions.

Recommended Length of Course . . . . 17 Weeks

ELECTRICAL MECHANICAL

Electrical Assembly

Mechanical Assembly

ELECTRICAL MECHANICAL

ELECTRONIC ASSEMBLY

I. Orientation

- A. Introduction
- B. General Safety Procedures
- C. Quality of Good Job Performance
- D. Employee-Employer Relations
- E. Working Conditions
- F. Salary Schedules
- G. Prospect for Future Employment

II. Course Objectives

- A. Schedule
- B. Slide Presentation
- C. Handbook

III. Basic Hand Tools

- A. Pliers
    - 1. Long Nose
    - 2. Diagonal
    - 3. Side Cutters
- B. Screw Drivers
    - 1. Phillips
    - 2. Clutch
    - 3. Slott
- C. Wrenches
    - 1. Open End
    - 2. Box
    - 3. Allen
- D. Proper Selection of Tool

IV. Component Identification

- A. Resistors
- B. Capacitors
- C. Diode
- D. Transistors

V. Component Installation

- A. Terminals
    - 1. Basic Procedure
    - 2. Heavier Lead Component
    - 3. Component with Sleeving
    - 4. Polarized Component
    - 5. Clip-Mounted Component
    - 6. Printed Circuit Board
- B. Color Coding

VI. Wire

- A. General Sizing
- B. Basic Preparation
  - 1. Stripping
  - 2. Tinning
  - 3. Solderless Terminals
  - 4. Wicking
- C. Wire Wrap Termination
  - 1. Tools
  - 2. Procedure
  - 3. Common Problems

VII. Basic Soldering

- A. Introduction
  - 1. History
  - 2. Definition
- B. Solder
  - 1. Fusion
  - 2. Wetting
  - 3. Application
- C. Soldering Iron
  - 1. Tip
  - 2. Tinning Tip
  - 3. Inspection of Tip
  - 4. Care of Tip

VIII. Build Pakit Assembly

- 1. Kit
- 2. Instruction Book

IX. Minimum Entrance Requirements

General Education Development -
Should be able to follow instructions in oral, written and diagramnatic form.

Aptitude -
Intelligence - Should have dull normal to average intelligence.
Memory - Must be able to retain instructions regarding work.
Dexterity & Coordination - Must have at least average ability in manual and finger dexterity in both hands.

Personality and Interests - Should show a strong interest for mechanical work.

Physical Demands - Must be able to be partially mobile; most of work is sedentary.

X. Placement

Upon satisfactory completion of this course, the student would be placeable as a Assembly Line Operator in a Electronic Plant.

ELECTRICAL MECHANICAL

MECHANICAL CURRICULUM

I. Orientation

- A. Introduction
- B. General Safety Procedures
- C. Qualities of Good Job Performance
- D. Employee-Employer Relations
- E. Working Conditions
- F. Salary Schedules
- G. Prospects for Future Employment

II. Tools and Equipment

- A. Purpose and Use of Tools and Equipment
- B. Special Safety Procedures for Each Item
- C. Care of Tools and Equipment

  - 1. Hand Tools
  - 2. Grinders
  - 3. Power Tools

III. Shop Math

- A. Measuring System
  - 1. Review Addition, Subtraction and Division
  - 2. Types of Rules and Use

- B. Decimal System
  - 1. Fraction Coversion to Decimal System

- C. Micrometer
  - 1. Reading
  - 2. Utilization

IV. Blue Prints

- A. Reading
- B. Using for Manufacturing or Inspection

V. Shop Safety

- A. Eye Safety
- B. Personal Safety
- C. Safety Devices
- D. Compressed Air Safety

VI. Equipment Operation

- A. Drills
- B. Grinders
  - 1. Bench
  - 2. Pedestal

VII. Disassembly

- A. Typewriter
  - 1. Manual
  - 2. Electric
- B. Adding Machine
- C. Calculator

VIII. Inspection & Function Of Parts

- A. Typewriter
  - 1. Manual
  - 2. Electric
- B. Adding Machine
- C. Calculator

IX. Assembly

- A. Typewriters
  - 1. Manual
  - 2. Electric
- B. Adding Machine
- C. Calculator

X. Trouble Shooting

- A. Manual
- B. Electrical

XI. Minimum Entrance Requirements

General Education Development -
Should be able to follow instructions in oral, written and diagramnatic form.

Aptitude -
Intelligence - Should have dull normal to average intelligence.
Memory - Must be able to retain instructions regarding work.
Dexterity & Coordination - Must have at least average ability in manual and finger dexterity in both hands.

Personality and Interests - Should show a strong interest for mechanical work.

Physical Demands - Must be able to be partially mobile; most of work is sedentary.

XII. Placement

Upon satisfactory completion of this course, the student would be placeable as a Office Machine Repairman, Mechanical Parts Assembler.

FOOD SERVICES

Assistant Cook

Kitchen Helper

Waitress

Counter Attendant

Salad Girl

ASSISTANT COOK

D.O.T.
313.381

I. Orientation 5 Hours

- Introduction
- Qualities of Good Job Performance
- General Safety Procedures
- Employer-Employee Relations
- Working Conditions
- Relationship to Co-Workers
- Salary Schedules
- Prospects for Future Employment

II. Sanitation 10 Hours

- Instruction and practice in proper sanitation procedures
- Personal Hygiene
- Sanitary Food Handling
- Maintaining Cleanliness in Assigned areas

III. Equipment 90 Hours

- Purpose and Use of Equipment
- Special Safety Procedures for Each Item
- Care of Tools and Equipment

IV. Sandwich and Beverage Preparation 40 Hours

V. Soup Preparation 40 Hours

VI. Preparing Vegetables 160 Hours

- Washing Vegetables
- Peeling Vegetables
- Cooking Vegetables
- Seasoning Vegetables

VII. Salad Preparation 120 Hours

VIII. *Entrees* — *410 Hours*

Proper methods of cooking meat, fish, poultry, roasting, frying, broiling, baking.

IX. *Bread and Pastry* — *265 Hours*

Instructions in the preparation of the following:

Breads	Dinner Rolls
Sweet Rolls	Cakes
Icings	Pies
Cookies	Donuts

X. *Minimum Entrance Requirements*

General Educational Development -
Should have academic achievement equivalent to a tenth grade education. Must be able to do all arithmetic operations with whole numbers, fractions, and decimals.

Aptitudes -
Intelligence - Should be within the normal or bright normal range in intelligence, 90 to 119.

Personality and Interests -
Should have strong interests in food preparation

Physical Demands -
Must be able to stand, bend, stoop, and kneel; occasional heavy lifting is required.

XI. *Placement*

Upon satisfactory completion of this course, the student will be placeable as an assistant cook in a restaurant or cafeteria.

Recommended Length of Course . . . . 38 Weeks

KITCHEN HELPER

D.O.T.
318.887

I. Orientation 5 Hours

Introduction
Qualities of Good Job Performance
Employer-Employee Relations
Working Conditions
Salary Schedules
Relationships with Co-Workers
Prospects for Future Employment

II. Meeting the Public 10 Hours

Dealing with People Courteously
Handling Unusual Situations

III. Sanitation 50 Hours

Personal Hygience
Sanitary Food Handling
Cleaning Practicies for Kitchen Work Area
Equipment Cleaning and Maintenance
Sweeping, Vacuuming and Mopping of Dining Area

IV. Table Service 50 Hours

Correct Method of Clearing Dishes
Use of Bus-Boy Cart
Table Set-Up

V. Dishwashing Machine 120 Hours

Special Safety Precautions
Machine Operation
Speed of Performance

VI. Stockroom 650 Hours

Proper Methods of Handling and Storing
Food and Supplies

VII. Minimum Entrance Requirements

General Educational Background -
Must be able to follow simple oral instructions

Aptitudes -
Intelligence Boarderline retarded to average intelligence 70 to 100

Physical Demands -
Must possess mobility, stamina, and have the ability to lift 100 pounds. Duties require a great deal of standing, walking and stooping.

Personality and Interests -
Should show a preference for activities which are uncomplicated and routine. Must be able to take orders and perform duties in a cooperative manner.

VIII. Placement

Upon successful completion of this course, the student would be placeable as Kitchen helper, dishwasher, or bus boy in a cafeteria or restaurant.

Recommended Length of Course .... 10 Weeks

WAITRESS

D.O.T.
311.878

I. *Orientation* 5 Hours

Introduction
Qualities of Good Job Performance
Employer-Employee Relations
Working Conditions
Salary Schedules
Prospects for Future Employment

II. *Sanitation* 10 Hours

Instruction and Practice in Proper Sanitation Procedures
Personal Hygiene
Sanitary Food Handling
Maintaining Cleanliness in Assigned Area

III. *Meeting the Public* 25 Hours

Dealing with People Courteously
Handling Unusual Situations

IV. *Service* 300 Hours

Taking Orders
Serving Food
Computing Bill

V. *Cashiering* 80 Hours

Operating and Care of NCR Cash Register
Procedures for Cashiering in a Cafeteria
Procedures for Cashiering in a Restaurant
Tax Computation

VI. *Minimum Entrance Requirements*

General Educational Background -
Must be functionally literate and able to use arithmetic to perform the operations of addition, subtraction, multiplication, and division.

Aptitudes -
Intelligence should be with the dull normal or average ranges, 80 to 109

Physical Demands -
Must have good mobility, stamina and strength. Duties will require a good deal of standing, walking, stooping. Should have the ability to lift as much as twenty-five pounds. Must have adequate vision, hearing and speech.

Personality and Interests -
Should show a preference for work duties of a routine nature that involves dealing and conversing with the public.

VII. *Placement*

Upon successful completion of this course, the student would be placeable as a waitress and/or cashier.

Recommended Length of Course . . . . 14 Weeks

COUNTER ATTENDANT

D.O.T.
311.878

I. Orientation — 5 Hours

Introduction
Qualities of Good Job Performance
General Safety Procedures
Employer-Employee Relations
Working Conditions
Salary Schedules
Relationship with Co-Workers
Prospects for Future Employment

II. Meeting the Public — 10 Hours

Dealing with People Courteously
Handling Unusual Situations

III. Sanitation — 10 Hours

Introduction and Purpose in Proper Sanitation Procedures
Personal Hygiene
Sanitary Food Handling
Maintaining Cleanliness in Assigned Area

IV. Counter Set-Up — 20 Hours

Arrangement of Food in the Steam Table
Making Coffee and Tea
Cutting Pies and Cakes

V. Serving Food — 130 Hours

Portion Control
Appetizing [illegible]

VI. Salad Preparation — 100 Hours

VII. Food Preparation — 145 Hours

Hamburgers and Frankfurters
Fried Eggs
Toast

BEST COPY AVAILABLE

VIII. *Minimum Entrance Requirements*

General Educational Background -
Must be functionally literate with general educational achievement at least at the sixth grade level.

Aptitudes -
Intelligence - Should be within the dull-normal or average ranges, 80 to 109.

Physical Demands -
Must have good mobility, stamina, strength. Duties will require a good deal of standing, walking, and the ability to lift as much as 25 pounds. Must have adequate vision, hearing and speech.

Personality and Interests -
Should show a preference for duties of a routine nature that involves dealing with the public.

IX. *Placement*

Upon successful completion of this course, the student will be placeable as a cafeteria counter attendant.

Recommended Length of Course . . . . 14 Weeks

SALAD GIRL

D.O.T.
317.884

I. Orientation — 5 Hours

Introduction
Qualities of Good Job Performance
General Safety Procedures
Employer-Employee Relations
Working Conditions
Relations with Co-workers
Prospects for Future Employment

II. Sanitation — 20 Hours

A. Instruction & practice in proper hygiene
    1. Uniform for neatness
    2. Hands clean and free from nail polish
    3. Practice good breath control (halitosis)

B. Sanitary food handling
    1. Keep work area clean
    2. Handling food with correct equipment

C. Cleanliness of work area
    1. Clean equipment
    2. Work tables & floor free from waste

III. Equipment — 20 Hours

A. Purpose and use of equipment
B. Special safety procedure
    1. Food chopper
    2. Knives
C. Care of equipment
    1. Knives
    2. Cutting boards

IV. Salads — 150 Hours

A. Classifications
    1. Chilled salads
    2. Frozen salads
    3. Hot salads
B. Method of serving
    1. Bowl
    2. Decorative
    3. Platter
    4. Individual
C. Salad ingredients
    1. Molded salads
        a. Fruit
        b. Gelation
        c. Greens

        2. Fruit salads
            a. Greens
            b. Grated nuts
    D. Selection of ingredients
        1. High quality
        2. Fresh
    E. Preparation of food for salads
        1. Served as soon as possible after preparing
        2. Greens torn or cut to bit-size
    F. Assembly of ingredients

V. Description of salads

100 Hours

    A. Bowl salad
        1. Vegetables & greens
            a. Clean & crisp
    B. Decorative salads
        1. Holiday salads
            a. Christmas
            b. Star
            c. Candle
    C. Frozen salads
        1. Cream cheese
        2. Cottage cheese
        3. Fruits with whipped cream
    D. Hot salads
        1. Potato
        2. Macaroni
    E. Individual & Dinner salads
        1. Fruits
        2. Vegetables

VI. Sandwiches

100 Hours

    A. Cold-cuts
        1. Salami
        2. Liver sausage
        3. Ham
        4. Cheese
    B. Spread sandwiches
        1. Chicken salad
        2. Tuna salad
        3. Sandwich spread
    C. Club sandwiches
        1. Ham & Cheese
        2. Bacon, lettuce & tomato
        3. Turkey, lettuce & tomato

VII. Garnishes

10 Hours

    A. Parsley
    B. Cherries
    C. Mint

VIII. Salad Dressings

40 Hours

    A. Mayonnaise
    B. Tartar sauce
    C. French
    D. Thousand Island
    E. Russian

IX. Preparation of simple desserts 35 Hours

A. Puddings
B. Jello
C. Cheese Cake
D. Cake
E. Pie

X. Placement

Upon successful completion of this course the student should be placeable as a Salad Girl in a Restaurant.

Recommended Length of Course............................16 Weeks

GRAPHIC ARTS

Multilith Operator

MULTILITH OPERATOR

D.O.T.
651.782

I. Orientation — 5 Hours

Introduction
General Safety Procedures
Quality of Good Job Performance
Working Conditions
Salary Schedules
Prospects for Future Employment

II. Tools and Equipment — 35 Hours

Purpose and Use of Tools and Equipment
Special Safety Procedures for Each Item
Care of Tools and Equipment
Particular attention Given the Following:
    Collating Machine
    Paper Cutter
    Padding Press
    1250 Multilith Machine
    1850/W Multilith Machine

III. Bindery — 35 Hours

Cutting Paper Stock
Collating
Padding
Binding

IV. 1250 Multilith Operation — 350 Hours

Principles Behind Offset Printing
Set-up
Making Lateral and Vertical Adjustments
Adjusting to Weight of Paper Stock
Balancing of Ink and Moisture
Changing Ink Colors
Printing Two Sides

V. Two-Color Printing — 135 Hours

Principles
Set-up
Registering

VI. Minimum Entrance Requirements

General Educational Development -
Should have an academic competency equivalent to an eighth grade education.

Aptitudes -
Intelligence - Should be in the normal to bright normal ranges, 90 to 119.

Perceptual Speed and Accuracy - Should possess at least average perceptual speed and accuracy.

Manual Dexterity - Should possess at least average manual dexterity with both hands.

Personality and Interests -
Should show a preference for artistic work requiring rigid standards of performance.

VII. Placement

Upon satisfactory completion of this course, the student will be placeable as a Multilith Operator in either a letter shop or the in-house printing department of a corporation or university.

Recommended Length of Course .... 16 Weeks

SALES MERCHANDISING

Cashier

Assistant Manager

Mail Messenger

Sales Clerk

CASHIER

D.O.T.
299.468

I. Orientation — 5 Hours

- Introduction
- Qualities of Good Job Performance
- Employer-Employee Relations
- Working Conditions
- Salary Schedule
- Prospects for Future Employment
- Safety Procedures

II. Store Conduct and Relations — 10 Hours

- Attendance and Punctuality
- Store Procedures
- Appearance and Grooming
- Store Etiquette & Customer Relations
- Working Attitudes
- Relations with Co-workers

III. Cash Register Operation — 155 Hours

- Functions of a Cash Register
- Cash Register Procedure
- Minor Servicing of Cash Register

IV. Money Handling — 155 Hours

- Responsibility for Opening and Closing Banks
- Correct Change Making Procedures
- Cash Pick-up Procedures
- Record Keeping

V. General Store Duties — 155 Hours

- Handling Unusual Situations
- Stocking of Merchandise in Assigned Areas
- Knowledge of Store Price Structure
- Correct Bagging of Merchandise
- Correct Price Marking
- Use of Produce Scale
- Writing Sales Tickets
- Keeping assigned area in order
- Knowledge of Store Delivery, Credit & Check cashing Procedures
- Detecting Shoplifting

VI. Minimum Entrance Requirements

General Educational Background-
Must be functionally literate and able to use arithmetic to perform the operations of Addition and Subtraction.

Aptitudes-
Intelligence should be within the average range, 90 to 109.

Physical Demands-
Must have good mobility, stamina and strength. Duties will require a good deal of standing, walking, and stooping. Should have ability to lift as much as twentyfive pounds. Must have adequate vision, hearing, and speech.

Personality and Interests-
Should show a preference for work duties of a routime nature that involves dealing and conversing with the public.

VII. Placement

Upon successful completion of this course the student should be placeable as a Cashier in a Retail Store, Restaurant, or Theater.

Recommended Length of Course....................................16 Weeks

ASSISTANT MANAGER

D.O.T.
185.168

I. Orientation

5 Hours

- Introduction
- Qualities of Good Job Performance
- Employer-Employee Relations
- Working Conditions
- Salary Schedule
- Prospects for Future Employment
- Safety Procedures

II. Store Conduct and Relations

10 Hours

- Attendance and Punctuality
- Store Procedures
- Appearance and Grooming
- Store Etiquette & Customer Relations
- Working Attitudes
- Relations with Co-workers

III. Cash Register Operation

75 Hours

- Functions of a Cash Register
- Cash Register Procedure
- Minor Servicing of Cash Register

IV. Money Handling

75 Hours

- Responsibility for opening and closing Banks
- Correct Change Making Procedures
- Cash Pick-up Procedures

V. General Store Duties

195 Hours

- Writing Sales Tickets
- Keeping assigned area in good order
- Knowledge of Delivery, and Credit Procedures
- Handling Unusual Situations
- Stocking Merchandise in Assigned area
- Knowledge of Store Price Structure
- Correct Bagging of Merchandise
- Correct Price Marking
- Use of Produce Scale
- Detecting Shoplifting
- Product Demonstration

VI. Management Training 540 Hours

Checking and Distribution of Cash Register Banks
Periodic Checks of Cash in Register
Assigning Employees work areas
Assuming Responsibility for Store's Cash Bank
Supervising Store Mark-down and seeing that Credit is Properly taken.
Making end of the Day Checkout and Accounting for Money Registered
Preparation of a Daily Breakdown on Departmental Totals
Familiarization with all Forms used by Management in Conduction the Store's Business
Initiating Special Sales to deplete over stocks

VII. Minimum Entrance Requirements

General Education Background-
Must be functionally literate and able to use arithmetic to perform the operations of Addition and Subtraction.

Aptitudes-
Intelligence should be at least average or above, IQ 100 or higher.

Physical Demands-
Must have good mobility, stamina and strength. Duties will require a good deal of standing, walking, and stopping. Should have ability to lift as much as twentyfive pounds. Must have adequate vision, hearing, and speech.

Personality and Interests-
Should show a preference for work duties that involves dealing and conversing with the public and supervising others.

VIII. Placement

Upon successful completion of this course the student should be placeable as an Assistant Store Manager or Department Manager.

Recommended Length of Course..................................30 Weeks

MAIL MESSENGER

D.O.T.
231.588

I. Orientation 5 Hours

- Introduction
- Qualities of Good Job Performance
- Employer-Employee Relations
- Working Conditions
- Safety Conditions
- Salary Schedules
- Prospects for Future Employment

II. Office Conduct and Relations 10 Hours

- Attendance and Punctuality
- Office Procedures
- Appearance and Grooming
- Business Etiquette
- Work Attitudes
- Relationships with Co-Workers

III. Mail Sorting and Delivery 100 Hours

- Determining Destination
- Setting of Route
- Delivery of Mail

IV. Use of Office Machines 200 Hours

- Letter Opener
- Postage Meter
- Bundle Tyer
- Collating Machine
- Stapling, Padding and Binding
- Addressograph Plate Maker
- Addressograph Printer
- Duplicating Machine

V. Knowledge of Postal Regulations 95 Hours

- Zip Codes
- Postal Rates
- Wrapping
- Over-Seas Regulations
- Regulations on Mass Mailing, Tagging and Wrapping
- Filing

VI. Messenger Service 10 Hours

Inside Plant
Outside Plant

VII. Minimum Entrance Requirements

General Educational Background -
Must be functionally literate and able to use arithmatic to perform the operations of addition and subtraction

Aptitudes -
Intelligence should be within the average range, I.Q. 90 to 109

Physical Demands -
Must have good mobility, stamina and strength. Duties will require a good deal of standing, walking and stooping. Should have ability to lift as much as 50 pounds, must have adequate vision, hearing and speech

VIII. Placement

Upon successful completion of this course the student should be placeable as a Mail Messenger in an office.

Recommended Length of Course....................................12 Weeks

SALES CLERK

D.O.T.
289.358

I. Orientation 5 Hours

- Introduction
- Qualities of Good Job Performance
- Employer-Employee Relations
- Working Conditions
- Salary Schedule
- Prospects for Future Employment
- Safety Procedures

II. Store Conduct and Relations 10 Hours

- Attendance and Punctuality
- Store Procedures
- Appearance and Grooming
- Store Etiquette & Customer Relations
- Working Attitudes
- Relations with CO-workers

III. Cash Register Operation 75 Hours

- Functions of a Cash Register
- Cash Register Procedure
- Minor Servicing of Cash Register

IV. Money Handling 75 Hours

- Responsibility for opening and closing Banks
- Correct Change Making Procedures
- Cash Pick-up Procedures

V. General Store Duties 195 Hours

- Writing Sales Tickets
- Keeping assigned area in good order
- Knowledge of Delivery, and Credit Procedures
- Handling Unusual Situations
- Stocking Merchandise in Assigned area
- Knowledge of Store Price Structure
- Correct Bagging of Merchandise
- Correct Produce Scale
- Detecting Shoplifting
- Product Demonstration

VI. Minmum Entrance Requirements

General Educational Background-
Must be functionally literate and able to use arithmetic to perform the operations of Addition and Subtraction.

Aptitudes-
Intellignece should be within the average range, IQ 90 to 109.

Physical Demands-
Must have good mobility, stamina and strength. Duties will require a good deal of standing, walking, and stopping. Should have ability to lift as much as twentyfive pounds. Must have adequate vision, hearing, and speech.

VII. Placement

Upon successful completion of this course the student should be placeable as a Clerk in a Retail Store.

Recommended Length of Course..............................12 Weeks

SPRAY PAINTER

7

SPRAY PAINTER

D.O.T.
741.884

I. Orientation

Classroom	Lab	Total
5	0	5

Introduction
General Safety Procedures
Quality of Good Job Performance
Working Conditions
Salary Schedules
Prospects for Future Employment

II. Equipment

Classroom	Lab	Total
5	30	35

Purpose
Specialized Tools and Equipment
Care of Equipment
Particular Attention Given to the Following:
- Face Masks
- Air Brush
- Pot Sprayer
- Tank Sprayer
- Water Wash Spray Booth
- Air Compressor
- Air Regulators

III. Finishes

Classroom	Lab	Total
5	30	35

Instruction on the characteristics and uses of the various types of finishes such as:
- Epoxies
- Oil Base Paints
- Latex
- Lacquer
- Fillers
- Stains
- Shellac
- Enamels

Thinners -- Use and purpose
Mixing Paints

IV. Surfaces

Classroom	Lab	Total
0	35	35

Characteristics and special techniques to be employed with various surfaces such as:
- Woods (pine, oak, maple, walnut)
- Metal
- Fiberglass
- Plastic

V. Surface Preparation

Classroom	Lab	Total
5	30	35

Cleaning
Sanding
Masking
Sealing
Priming

VI. Brushing

Classroom	Lab	Total
0	15	15

Trim
Stripping

VII. Air Brush

Classroom	Lab	Total
0	35	35

Antiquing
Small Items

VIII. Pot Spraying

Classroom	Lab	Total
0	175	175

Wood
Metal

IX. Tank Sprayer

Classroom	Lab	Total
5	135	135

Wood
Metal

X. Airless Sprayer

Classroom	Lab	Total
10	75	85

Walls
Ceilings
Stairwells

XI. Minimum Entrance Requirements

Should be able to follow instruction in either oral or written form

Aptitudes -

Visual - Must have normal vision with best correction

Intelligence - Should have at least average intelligence with I.Q. of 90 or above

Manual Dexterity - Must have at least average manual dexterity

Physical Demands -

Must be able to walk and lift without any impediments

Recommended Length of Course....................................16 Weeks

TEXTILES

Steam Presser

Power Sewing Machine Operator

Seamstress

Shirt Presser

STEAMPRESSER

D.O.T.
363.782

I.	Orientation	5 Hours
II.	Tools and Equipment	20 Hours
III.	Fabrics	20 Hours
IV.	Wearing Apparel Press	50 Hours
V.	Pressing and Ironing	285 Hours
VI.	Spotting	70 Hours

I. *Orientation* — 5 Hours

- Introduction
- General Safety Procedures
- Quality of Good Job Performance
- Working Conditions
- Salary Schedules
- Prospects for Future Employment

II. *Tools and Equipment* — 20 Hours

- Purpose and Use of Tools and Equipment
- Special Safety Procedures for Each Item
- Care of Tools and Equipment
- Particular Attention Given the following:
  - Wearing Apparel Press
  - Hoffman Type Press
  - Adjust-A-Form Type Press
  - Puffing Irons
- Spotting Equipment

III. *Fabrics* — 20 Hours

- Identification of Types of Fabrics
- Special Care to be Used with Various Fabrics

IV. *Wearing Apparel Press* — 50 Hours

- Operation
- Development of Speed and Accuracy

V. *Pressing and Ironing* — 285 Hours

- Hoffman Type Press
- Adjust-A-Form Type Press
- Puffing Irons

VI. *Spotting* — 70 Hours

- Maintenance of Machinery
- Use of Equipment
- Study of Stains and Discolorations

VII. *Minimum Entrance Requirements*

General Educational Development -
Should be able to follow instructions in either oral or written form.

Aptitudes -
Manual Dexterity - Must have at least average ability in manual and finger dexterity for both hands.

Personality and Interests -
Should show a strong preference for work of a repetitive nature.

Physical Demands -
Must be able to stand and operate foot pedals.

VIII. *Placement*

Upon satisfactory completion of this course, the student would be placeable as a steampresser in either a wholesale dry cleaning or a small dry cleaning shop.

Recommended Length of Course . . . . 15 Weeks

SEWING MACHINE OPERATOR

D.O.T.
786.782

I. Orientation 5 Hours

- Introduction
- General Safety Procedures
- Quality of Good Job
- Working Conditions
- Salary Schedule
- Prospects for future employment

II. Tools & Equipment 30 Hours

- Purpose and use of Tools and Equipment
- Special Safety Procedures of each item
- Care of Tools and Equipment
    - Single needle Machine
    - Blind Hemmer
    - Double Needle Machine
    - Button Machine
    - Surging Machine
    - Darning Machine

III. Fabrics 10 Hours

- Types of Fabric
- Special techniques for certain Fabrics

IV. Threads 10 Hours

- Types of thread Material
- Thread sizes
- Purpose of various Threads

V. Hand Work 80 Hours

- Finishing Necklines
- Attaching
    - Hooks & Eyes
    - Snaps
    - Belts
    - Loops

VI. Single Needle Machine 220 Hours

- Straight Seams
- Corners

VII. Special Needle Sewing 100 Hours

Double Needle
Blind Hemmer
Button Machine
Zig-Zag Machine
Surging Machine
Darning Machine

VIII. Drape Making 85 Hours

Seaming
Hems
Sizing
Pleat Making

IX. Minimum Entrance Requirements

General Educational Development-
Should be able to follow instructions in either oral or written form.

Aptitudes-
Dexterity- Must have at least average ability in manual and finger dexterity for both hands
Perception- Must have at least average perceptual acuity.

Personality & Interests-
Should show a string preference for work of a repetitive nature.

X. Placement

Upon satisfactory completion of this course, the student will be placeable as a power machine operator on either single needle or special needle machine.

Recommended length of course.................................18 Weeks

SEAMSTRESS

D.O.T.
785.381

I. Orientation

5 Hours

- Introduction
- General Safety Procedures
- Quality of Good Job
- Working Conditions
- Salary Schedule
- Prospects for future employment

II. Tools & Equipment

30 Hours

- Purpose and Use of Tools and Equipment
- Special Safety Procedures of Each item
- Care of Tools and Equipment
  - Single Needle Machine
  - Double Needle Machine
  - Blind Hemmer
  - Button Machine
  - Zig-Zag Machine
  - Surging Machine
  - Darning Machine

III. Sewing Machine Parts

15 Hours

- Machine Selection and Care
- Feed Dog
- Presser Foot
- Bobbin and Bobbin Case
- Needle Setting - Threading Take-Up Lever
- Tension Control
- Basic Machine Stitching

IV. Fabric

10 Hours

- Types of Fabric
- Special techniques for certain Fabrics

V. Threads

10 Hours

- Types of Thread Materials
- Thread Sizes
- Purpose of various Threads

VI. Stitching Control — 20 Hours

- Straight Stitching Practice
- Advanced Stitching
- Types of Stitching that produce well constructed Garments
- Elastic-Thread Stitching
- Patch Pockets

VII. Preparing To Sew — 30 Hours

- Fabric Cutting - Stitching
- Pressing

VIII. Hand Work — 100 Hours

- Finishing Necklines
- Attaching: Hooks, and Eyes
- Snaps
- Belts
- Loops

IX. Basic Seams — 10 Hours

- Six Basic Seams - Their use on Garments

X. Single Needle Machine — 250 Hours

- Straight Seams
- Corners

XI. Special Needle Machine Sewing — 100 Hours

- Double Needle
- Blind Hemmer
- Button Machine
- Zig-Zag Machine
- Surging Machine
- Darning Machine

XII. Measurements — 30 Hours

- How to Measure Yardage
- Personalized Measuring
- How to take Correct Measurements
- Standard Pattern Sizes
- Measurement Chart

XIII. Gathering 15 Hours

- Gathers for Garment Fullness
- Fullness Control
- Use of Gathers, Pleats, Tucks, and Darts

XIV. Plackets 15 Hours

- How to make various Plackets and their use
- Zippers-
  - Zipper Practice
  - Special Zipper Applications
  - Important Steps in Zipper Insertion

XV. Hand Finishing 60 Hours

- Stitches Used in Hand Hemming
- Hooks, Snaps, and Buttons
- Turning Hems - Belts, and Ties
- Making a Hem Gauge and its use
- Steps in Turning and Importance of Pressing Hems, Belts, and Ties

XVI. Bias 10 Hours

- Bias Strips, Binding Tubing
- Cording Garment Section Where Bias is used

XVII. Pattern Study 10 Hours

- Interpertation of Patterns
- Pattern Selection
- Pattern Variations
- Standard Pattern Sizes
- How to Determine Correct Size for Personalized Measurements

XVIII. Pattern Adjustment 20 Hours

- Material Required
- Adjustment for various Figure Measurements

XIX. Layout Cloth & Pattern 20 Hours

- Importance of Cloth Grain
- Pattern Layout
- Cutting and Marking from Pattern

XX. **Advance Pattern Study** 10 Hours

Fabric Composition - Characteristics
Fabric Design - Texture - How to Cut
Glossary of Fabrics

XXI. **Sleeves** 10 Hours

Various Sleeves Types
Cuffs and Finishes
Gussets

XXII. **Facings & Collars** 10 Hours

Interfacings - Innerlinings - Linings, with samples

XXIII. **Belts** 10 Hours

Straight - Contour
Belt Carriers
Cummerbunds

XXIV. **Buttonholes** 10 Hours

Bound
Patch Strip
Corded

XXV. **Tailoring Details** 60 Hours

Tailoring Stitches
Mitered Corners
Shoulder Pads

Coats

Proper layout - Cutting - Marking
Importance of Pressing
Interfacing Garment
Pockets - Flaps - Collars

Jackets

Proper layout - Cutting - Marking
Importance of Pressing
Interfacing Garment
Pockets - Flaps - Collars
Assembling the Garment Lining

XXV. Tailoring Details cont.

Skirts

Types of Lining to use
Attached Lining
Separate Lining
Finishing

XXVI. Drapries & Curtains 30 Hours

Lined and Unlined Drapes
Drapery Liners
Glass Curtains
Slip Covers

XXVII. Minimum Entrance Requirements

General Educational Development -
Should be able to follow instructions in either oral or written form.

Aptitudes -
Dexterity- Must have at least average ability in manual and finger dexterity

Personality & Interests -
Should show a strong perference for work of an artistic nature.

Recommended length of course....................................30 Weeks

SHIRT PRESSER

D.O.T.
363.885

I. Orientation 5 Hours

Introduction
General Safety Procedures
Quality of Good Job Performance
Working Conditions
Salary Schedules
Prospects for Future Employment

II. Tools and Equipment 30 Hours

Purpose and Use of Tools and Equipment
Special Safety Procedures for Each Item
Care of Tools and Equipment
Particular Attention Given the Following:
  Wearing Apparel Press
  Shirt Folding Machine
  Cabinet Sleever
  Collar and Cuff Finisher
  Body Cabinet

III. Fabrics 20 Hours

Identification of Types of Fabrics
Special Care To Be Used with Various Fabrics

IV. Wearing Apparel Press 65 Hours

Operation
Development of Speed and Accuracy

V. Shirt Folding Machine 40 Hours

Operation
Development of Speed and Accuracy

VI. Cabinet Sleeve- 90 Hours

Operation
Development of Speed and Accuracy

VII. *Collar and Cuff Finisher* 100 Hours

Operation
Development of Speed and Accuracy

VIII. *Body Cabinet* 100 Hours

Operation
Development of Speed and Accuracy

IX. *Minimum Entrance Requirements*

General Educational Development -
Should be able to follow instructions in either oral or written form.

Aptitudes -
Manual Dexterity - Must have at least average ability in manual and finger dexterity for both hands.

Personality and Interests -
Should show a strong preference for work of a repetitive nature

Physical Demands -
Must be able to stand and operate foot pedals

X. *Placement*

Upon satisfactory completion of this course, the student will be placeable as a shirtpresser in a large dry-cleaning establishment.

Recommended Length of Course . . . . 15 Weeks

TRANSPORTATION

Truck Driver

Truck Helper

TRUCK DRIVING AIDE

D.O.T.
906.883

I. Orientation — 5 Hours

Introduction to Transportation
Characteristics of Good Job Performance
Working Conditions
Salary Schedules
Course Content
Prospects for Future Employment

II. Safety — 20 Hours

Proper Attitude Toward Safety
Safety Equipment
Proper Safe Loading
Defensive Driving
Safety Inspection of Equipment

IV. Public Relations — 50 Hours

Driver Courtesy
Meeting the Public

V. First Aid — 20 Hours

Personal First Aid
At the Scene of an Accident

VI. Equipment — 35 Hours

Familiarization with Transportation Equipment
- Hand Trucks
- Automatic Loading Equipment
- Containers
- Trucks
- Trailers

VII. Truck Loading — 70 Hours

Furniture Packing
Freight Handling
Distribution of Load
Eliminating Freight Damage

VIII. Care of Equipment — 35 Hours

Gas, Oil, Tires, Water
Minor Adjustments

IX. Trucking Rules and Regulations — 35 Hours

Driving Rules
Interstate Commerce Commission Regulations

X. Basic Truck Driving Operating Techniques — 70 Hours

Gears
Steering Toward
Backing Truck
Parking
Use of Mirrors

XI. Field Training — 210 Hours

Actual Road Conditions
Responsibility for Route

XII. Multi-Unit Driving — 55 Hours

Special Techniques with Multi-unit Vehicles

XIII. Minimum Entrance Requirements — 560 Hours

Should be able to follow instructions in either oral or written form

Aptitudes -

Visual - Must have normal vision with best correction

Intelligence - Should have at least average intelligence with I.Q. of 90 or above

Manual Dexterity - Must have at least average manual dexterity

Physical Demands -

Must be able to walk and lift without any impediments

Recommended Length of Course....................................16 Weeks

TRUCK HELPER

D.O.T.
905.887

Classroom	Total
5 Hours	5 Hours

I. Orientation

Introduction
Qualities of Good Job Performance
Working Schedule
Prospects for Future Employment

Classroom	Field	Total
10 Hours	30 Hours	40 Hours

II. Introduction to Equipment

Trucks (Mechanical)
Hand Trucks
Hydro Lift Gates
Palletainers, Pallets, etc.

Classroom	Total
10 Hours	10 Hours

III. Safety Procedures

Personal Safety in Handling Freight
Correct Way to Lift
Safety Shoes
Personal Safety
Fire Fighting Equipment
  Vehicle
  Freight
  Types of Fires

Classroom	Field	Total
10 Hours	70 Hours	80 Hours

IV. Freight Handling and Truck Loading

Furniture Packing and Stacking
Proper Distribution of Freight

Field	Total
220 Hours	220 Hours

V. Field Training

Assist Driver in Pick-up and Delivery of Freight from Homes, Factories, and Stores
Loading, Unloading, and Stacking Materials on Truck

	Classroom	Total
VI. Bills of Lading and Records	5 Hours	5 Hours

VI. Bills of Lading and Records

Proper Procedure for Keeping Records
Procedure of Checking Bills of Lading

VII. Minimum Entrance Requirements

General Educational Background-
Must be able to follow oral and written directions.

Aptitudes-
Dull normal to average intelligence
IQ 80 to 100

Physical Demands-
Must be able to do heavy lifting.
Must be able to tollerate extreme temperatures.

Interests
Should show strong preference for outside work.

Recommended Length of Course....................................12 Weeks

UPHOLSTERY

Upholstery Assembly

Custom Upholster

UPHOLSTERY ASSEMBLY

D.O.T.
780.884

I. *Orientation*

5 Hours

Introduction
General Safety Procedures
Qualities of Good Job Performance
Employer-Employee Relations
Working Conditions
Salary Schedules
Prospects for Future Employment

II. *Tools and Equipment*

20 Hours

Purpose and Use of Tools and Equipment
Special Safety Procedures for Each Item
Care of Tools and Equipment
Particular Attention Given the Following:
  Pneumatic Stapler
  Magnetic Hammer
  Electric Cushion Stuffer
  Holding Press
  Warming Oven
  Webbing Stretcher
  Curved and Straight Needles

III. *Upholstery Fabrics and Materials*

10 Hours

Types of Materials
Workability of Each Type
Special Techniques for Different Materials
Types of Fillers

IV. *Chrome Chair Assembly*

10 Hours

V. *Making Chrome Chair Seats and Backs*

90 Hours

VI. *Cushion Filling*

30 Hours

VII. *Webbing and Spring Tying*

30 Hours

VIII. Flat Work 170 Hours

Learn the correct method of stretching and stapling fabrics to frames of sofas and chairs. Development of speed and accuracy.

IX. Covering and Attaching Buttons 35 Hours

X. Upholstery Finishings 30 Hours

Instruction and practice in the correct methods of trimming and finishing the upholstered item.

XI. Minimum Entrance Requirements

General Educational Development -
Should be able to follow instructions in oral, written, and diagrammatic form.

Aptitudes and Abilities -
Intelligence - Should be within the borderline to low average range of intelligence, 70 - 99.

Dexterity and Coordination - Must have at least average ability in manual and finger dexterity for both hands.

Personality and Interests -
Should show strong preference for work of an artistic nature. Must be able to adapt to a routine and work within prescribed standards.

Physical Demands -
Must be able to stand, bend, stoop and kneel. Ocasional heavy lifting is required.

XII. Placement

Upon satisfactory completion of this course, the student would be placeable as an upholstery assembler in a furniture factory.

Recommended Length of Course . . . . 14 Weeks

CUSTOM UPHOLSTERY

D.O.T.
780-884

I. *Orientation* 5 Hours

Introduction
General Safety Procedures
Qualities of Good Job Performance
Working Conditions
Salary Schedules
Prospects for Future Employment

II. *Tools and Equipment* 30 Hours

Purpose and Use of Tools and Equipment
Special Safety Procedures for Each Item
Care of Tools and Equipment
Particular Attention Given to the Following:
  Pneumatic Stapler
  Magnetic Hammer
  Webbing Stretcher
  Curved and Straight Needles
  Electric Fabric Cutter
  Sander
  Upholstery Sewing Machine

III. *Upholstery Fabrics and Materials* 80 Hours

Types of Materials
Work Ability of Each Type
Wear Ability
Costs
Special Techniques of Different Materials
Types of Fillers

IV. *Furniture Styles* 20 Hours

V. *Stripping the Articles* 80 Hours

Instruction and practice in removing material without harming the basic structure

VI. *Wood and Metal Repair* 160 Hours

Learning to fix damaged frames and other parts of the furniture.

(Custom Upholstery p.2)

VII. *Wood Finishings* 240 Hours

Types of Wood
Types of Stain
Methods of Application

VIII. *Cushion Filling* 80 Hours

IX. *Webbing and Spring Tying* 80 Hours

X. *Operating Power Sewing Machine* 170 Hours

Instruction and Practice on the correct methods and techniques of operation as it applies to upholstery, i.e., blind sewing.

XI. *Measuring, Cutting, and Fitting* 175 Hours

Instruction and practice and the correct techniques of measuring the article, sizing and cutting the material.

XII. *Tacking and Flatwork* 175 Hours

Learning the correct method of stretching and stapling or tacking fabric to frames of sofas and chairs. Development of speed and accuracy.

XIII. *Covering and Attaching Buttons* 175 Hours

XIV. *Upholstery Finishings* 30 Hours

Instruction and practice in the correct method of trimming and finishing the upholstered item.

XV. *Estimating* 95 Hours

Learn to accurately estimate the amount of materials to be used in the upholstery of a particular item, the amount of labor involved and the total cost.

XVI. Minimum Entrance Requirements

General Educational Development -
Should be able to follow instructions in oral, written or diagrammatic form.

Must be able to use calibrated measures and do arithmetic calculations.

Aptitudes -
Intelligence-Should be within the normal or bright normal range of intelligence, 90 to 119

Dexterity and Coordination -
Must have at least average ability in manual and finger dexterity for both hands.

Personality and Interest -
Should show a strong preference for work of an artistic nature.

Physical Demands -
Must be able to stand, bend, stoop and kneel. Occasional heavy lifting is required.

XVII. Placement

Upon satisfactory completion of this course, the student would be placeable as a custom upholsterer in a re-upholstery shop.

Recommended Length of Course . . . . 48 Weeks

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DESCRIPTIVE NOTE: 163P.; PAGES 157 THROUGH 160 CONTAINING A MEMO LISTING THE NAMES AND GRADES OF STUDENTS PARTICIPATING IN A TYPING PROGRAM WERE REMOVED AND ARE NOT INCLUDED IN THE PAGINATION. FOR THE THIRD PARTY EVALUATION OF THE PROJECT, SEE RELATED DOCUMENT VT 102 858 IN THIS ISSUE.

ABSTRACT: DETAILED IN THE 71-PAGE REPORT OF THE SECOND YEAR OF THE PROJECT ARE THE GOALS, OBJECTIVES, RESULTS, AND ACCOMPLISHMENTS TO DATE. ACCOMPLISHMENTS OF THE YEAR INCLUDE: THE INFUSION OF CAREER EDUCATION OBJECTIVES INTO SCIENCE, LANGUAGE, ARTS, SOCIAL STUDIES, MATH, AND FOREIGN LANGUAGES; USE OF RESOURCE TEACHERS; EMPHASIS ON INSERVICE SESSIONS; EXPANSION OF RESOURCE CENTERS OF SUPPORT MATERIALS; IMPLEMENTATION OF A MODEL FOR COUNSELOR-TEACHER INTERACTION AND A MODEL FOR PLACEMENT AND FOLLOWUP OF EXITING SENIORS. THE DOCUMENT CONTAINS SEVEN SEPARATE REPORTS PREPARED BY STAFF: REPORTS OF EACH OF THE FOUR ADMINISTRATIVE AREAS OF THE COUNTY, A REPORT OF THE GUIDANCE COMPONENT, A REPORT ON THE IMPLEMENTATION OF THE PLACEMENT AND FOLLOWUP MODEL, AND A STATUS REPORT OF THE ELEMENTARY SCHOOL TYPING PROGRAMS. APPENDIXES (85 PAGES) INCLUDE: A COMMITTEE REPORT ON THE INFUSION OF CAREER EDUCATION WITHIN SOCIAL STUDIES, IN WHICH THE BEHAVIORAL OBJECTIVES OF THE CAREER PROGRAM WERE CODED AND PLACED WITHIN THE PROPER SOCIAL STUDIES CONCEPT CELL AT ALL LEVELS OF THE SOCIAL STUDIES FRAMEWORK; LISTS OF CAREER EDUCATION MATERIALS PURCHASED; A MODEL FOR COUNSELOR-TEACHER INTERACTION; INSERVICE PROGRAM AGENDAS; SURVEY INSTRUMENTS; AND REPORTS ON THE TYPING PROGRAMS. (RG)

CONTRACT NUMBER: OEG-0-37-5282

INSTITUTION NAME: ANNE ARUNDEL COUNTY BOARD OF EDUCATION, ANNAPOLIS, MD.

SPONSORING AGENCY NAME: OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

102 857

Interim Report

Project No. V361019
Grant No. OEG-0-73-5282

Career Education K-12

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

Robert V. Jervis
Anne Arundel County Public Schools
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Annapolis, Maryland 21401

August 1, 1975

VT 102 857

Interim Report

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The project reported herein was performed pursuant to a grant from the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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August 1, 1975

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Summary

Goals and Objectives

The time period covered by this report is from July 1, 1974 to June 30, 1975

The career education program in Anne Arundel County is designed to meet the needs of the students of Anne Arundel County in enabling them to:

1. develop an awareness of self and others
2. develop favorable attitudes about the personal, social, and economic significance of work
3. develop and practice appropriate career decision making skills
4. develop the skills necessary to obtain employment and/or to pursue further education
5. obtain employment and/or to pursue further education.

Procedures

The program in career education in Anne Arundel County which emerged as a result of task force effort is a sequential interdisciplinary program based upon skills, attitudes, behaviors, and experiences deemed necessary for career decision-making.

The elementary component of the Anne Arundel County Program focuses on career awareness and an understanding of self.

The junior high program is designed to begin narrowing the range of job exploration and to begin the process of identifying career preferences.

At the senior high level, the program continues to emphasize career concept areas and their application to classroom instruction.

The basic implementation strategy during this reporting period has been one of internalizing career education into the total school program. At the central office level this implies involvement of the program coordinators who are the content specialists in each area. They have been involved in infusing career education objectives into the county curriculum for each area.

At the school level, career education resource teachers have been assigned to the four area offices and function as a part of the area office rather than as career education "project people."

Results and Accomplishments

The infusion of career education objectives into science, language arts, social studies, math, and foreign languages has been completed.

Resource teachers have operated effectively in the area office under the direction of the area director and other staff personnel. The Coordinator of Career Education served in an advisory capacity to the area staffs during this school year.

Numerous in-service sessions have been held with teachers, counselors, and other staff personnel to demonstrate the feasibility of infusing career objectives into existing content. In addition, career technology and elementary language arts-typing programs have been expanded to support the classroom efforts and give students hands-on experiences in basic skills areas. Resource centers consisting of

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support materials have been rapidly expanded to meet the needs of classroom teachers. At the junior high level mobile units have been used to give exploratory experiences to academically disadvantaged students.

The model for counselor-teacher interaction was implemented in Area III with very satisfactory results.

The model for placement and follow-up was implemented at Annapolis Senior High School with good results despite the economic fluctuations.

Evaluation

Third-party evaluation was conducted by Ibex, Inc., Durham, North Carolina.

BODY OF THE REPORT

I. Problem

In a rapidly changing technological society, characterized by automation, students have new educational needs. In Anne Arundel County the initial steps have been taken to meet some of those needs.

In December of 1969 Anne Arundel County Schools completed an exhaustive study of the public school system for the purpose of determining the direction education should take. Participating in the study were the administrative-supervisory and instructional staffs, the vocational advisory committees and the Citizen School Study Committee. In the forefront of the needs that emerged as a result of this study were three that define the problem area toward which this project is directed:

a. Need to provide all or at least the great majority of students with occupational skills for job entry, in addition to preparation for continuing education.

b. Need to integrate the world of schooling and the world of work into a relevant goal-oriented program.

c. Need to provide a continuing program of exploration of individual abilities and interests so that students may make occupational decisions on the basis of self-knowledge, educational experiences and career information.

In response to these identified needs, Dr. Edward J. Anderson, Superintendent of Schools, recommended to the Board of Education that a task force be formed to develop K through 12 curriculum for career development education. In September 1970 this task force of county teachers and guidance counselors, representing a variety of disciplines and levels, was assembled. The educators were granted a year's leave of absence from their regular positions for the purpose of developing a relevant program in career education. At the same time, working in close liaison with the task force, the department of vocational education set about expanding and upgrading their programs at secondary level.

Recognizing that schools have a responsibility to provide experiences that will prepare all students to move directly to jobs or to post-secondary-school occupational or academic programs, attention was also given to the needs of students with academic, socio-economic or physical handicaps. The goal was to permit such students to function in the main

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stream of education insofar as is possible by individualizing instruction, and to provide placement services for students whether their leaving occurs prior to or following high school graduation.

To assess work opportunities available, the task force researched manpower needs through manpower reports at the national level and in conjunction with state and county manpower agencies at the local level.

II. Goals and Objectives of the Project

On January 30, 1973 a goals committee consisting of:

1 secondary principal
1 parent
1 secondary teacher
2 elementary teachers
1 student
1 assistant area director
1 coordinator of instruction

and the coordinator of career education was established to redefine the goals and objectives for career education in Anne Arundel County.

Since direction for the career eduation program was coming from many sources their task was one of consolidation into one document the goals and objectives which would adequately reflect the thinking of a variety of people. To this end the goals committee carefully analyzed:

1. Anne Arundel County General Education Goals

2. Maryland State Department of Education Goals and Objectives

3. The Career Education Objectives as stated for each conceptual area of career, self, society, economics and technology in The Career Development Curriculum Guides. These guides were developed during the 1970/71 school year.

4. The original goals and objectives of this project.

The following goals and objectives are a result of this effort. Since they reflect the input of a broad spectrum of thinking they will, upon receiving board approval, form the basis of the career education program in Anne Arundel County during the 1975/76 school year.

ANNE ARUNDEL COUNTY PUBLIC SCHOOLS

CAREER EDUCATION GOALS COMMITTEE MEMBERS

Mr. Walter Bruso	Principal Lake Shore Junior High School
Mrs. Joan Cadden	Parent Brooklyn Park Elementary School
Mrs. Margaret Cutheons	Teacher Brooklyn Park Elementary School
Mr. Daniel Higgs	Teacher Severna Park Senior High Schoool
Ms. Lynn Kyle	Teacher Sunset Elementary School
Mr. Edward Mitchell	Assistant Area Director Area III Office
Mrs. Mary Rossworm	Coordinator of Instruction Area I Office
Mr. Daniel Smith	Student Southern Senior High School
Mr. Robert Smith	Resource Teacher Career Education Area III Office
Mr. George Surgeon	Principal Brooklyn Park Elementary School
Mr. Robert Jervis	Coordinator, Career Education Central Office

ANNE ARUNDEL COUNTY PUBLIC SCHOOLS GOALS FOR CAREER EDUCATION

The Career Education Program is designed to meet the needs of the students of Anne Arundel County in enabling them to:

1. develop an awareness of self and others.

   A realistic career choice depends upon the individuals understanding of his interests and abilities. An understanding of self and others enables an individual to clarify his own values and responsibilities as a contributing member of society.

2. develop favorable attitudes about the personal, social and economic significance of work.

   The school should encourage in students the development of favorable attitudes toward employment. Students should understand that work gives personal satisfaction and fulfills social and economic needs of society.

3. develop and practice appropriate career decision making skills.

   Students should be taught to analyze situations and problems on the basis of pertinent information. They should be able to integrate knowledge of self and the world of work in order to make appropriate career decisions.

4. develop the skills necessary to obtain employment and/or to pursue further education.

Schools should provide programs which integrate academic, communication, and manual skills needed to help students achieve their career goals. The schools also have a major responsibility in guiding students toward realistic course selections based on career preference.

5. obtain employment and/or to pursue further education.

The schools have an obligation to assist in the placement of all exiting students in gainful employment and/or a post high school academic or technical educational setting at an entry level appropriate to their career objectives.

OBJECTIVES

The Career Education program will enable students:

1. to develop an awareness of self and others.

    111. After participating in various activities, the student completing level one will be able to tell about those things he enjoyed and those he did not.

    112. Given various attitudes and behaviors that people demonstrate, the student completing level one will be able to select attitudes and behaviors that he feels fit him and those that he feels do not.

    113. Having participated in a group task, the student completing level one will be able to identify the contributions made by each member of the group.

    121. After listing his own abilities and interests the student completing level two will select from a list of tasks those which are compatible with his interests and abilities.

    122. Given a specific task the student completing level two will describe how his attitudes and behaviors affected his performance.

    123. Given a specific work setting, the student completing level two will list both positive and negative aspects of that working environment.

124. From a list of work related values the student completing level two will identify those which are a part of his own value system and decide whether they would have a positive or negative effect on his performance in a specific task situation.

131. After analyzing his interests and abilities the student completing level three will be able to make tentative occupational selections.

132. From a list of attitudes and behaviors the student completing level three will identify those which he feels should lead him to success in any work situation.

133. The student completing level three will compare and contrast his present values with those inherent in his tentative occupational selections and predict his probability of success.

134. Given a specific work setting, the student completing level three will identify how the particular contributions of each person led to the successful completion of the task.

141. The student completing level four will evaluate his tentative occupational choice and demonstrate how his abilities and interests are appropriate for this choice.

142. Presented with various work attitudes and behaviors the student completing level four will identify those which he feels are compatible with his career plan.

143. The student completing level four will identify his potential contributions to society through his occupational choice.

144. Having analyzed his personal values, the student completing level four will decide if the values he feels strongly about will have a positive or negative affect toward success in his occupational choice.

II. to develop favorable attitudes about the personal, social and economic significance of work.

211. Given a list of workers in a community the student completing level one will explain how each contributes to society and how the attitudes and traditions of society affect his work.

212. Shown pictures and/or lists of jobs available in a given geographical area the student completing level one will be able to determine how geography affects occupations.

213. Given tools and materials the student completing level one will use them to complete a task.

214. Given a description of various family units the student completing level one will identify the contributions made by each member of the unit.

215. Having identified various workers, the student completing level one will be able to tell what they do.

216. Given a list of jobs familiar to him, the student completing level one will identify those that are related.

217. Presented with a specific task the student completing level one will be able to identify the skills necessary to complete the task.

221. Selecting several workers from a given society the student completing level two will show how they interact and how their work benefits that society.

222. Given a description of a society in change the student completing level two will identify the traditions, attitudes and needs and describe their affect on jobs.

223. Given a specific geographic setting the student completing level two will list the jobs available in the area and identify the factors which created the jobs.

224. Given a sample project the student completing level two will identify the technology used in its completion.

225. Given a list of discoveries and inventions the student completing level two will match them with changes that have resulted from them.

226. Given a simulated work situation the student completing level two will identify the worker roles and tell how these roles may directly affect the student and other members of society.

227. Given a description of a specific occupation the student completing level two will cite examples of knowledge and skills which may be applied to another occuaption.

228. Given a specific worker role the student completing level two will identify characteristics that should lead to success in that occupational area.

231. Given a specific job setting the student completing level three will cite examples of technological change and decide if they have had a positive or negative affect on life.

232. Given a specific geographic setting the student completing level three will list the jobs available in the area, identify the factors which created the jobs and the changing economic trends involved.

233. Given a list of jobs the student completing level three will match the benefits provided to society each job.

234. Given a list of jobs in broad occupational areas the student completing level three will identify traditions and attitudes of society that affect each job.

235. After analyzing and establishing his own list of occupational choices the student completing level three will rank his choices in order of priority.

236. After exploring the requirement of several occupational areas the student completing level three will identify those that relate to his future occupational choice.

237. Given a listing of school courses the student completing level three will select those that will provide the basic learnings necessary for his occupational choice.

241. Having made an occupational choice the student completing level four will list the economic incentives of that choice as they relate to his anticipated standard of living.

242. Given a list of needs, traditions and attitudes that have changed in his society, the student completing level four will identify how these changes will affect his occupational choice.

243. Given a situation in which the workers of an occupational area have withheld their services the student completing level four will evaluate the consequences of this action.

244. Based on knowledge of his occupational choice, the student completing level four will cite examples of possible technological changes in this area and discuss their implications.

245. The student completing level four will select from a list of programs those that will assist in converting his occupational choice to reality.

246. The student completing level four will be able to make the necessary adjustment for job entry and/or further education.

III. to develop and practice appropriate career decision making skills.

311. Given a situation the student completing level one will make a choice and give the reasons for that choice

321. Given a hypothetical situation the student completing level two will identify the basic steps in the process of decision making.

331. Given a hypothetical situation the student completing level three will make tentative career decisions utilizing the decision making process.

332. Having explored selected career areas the student completing level three will make tentative occupational decisions based on knowledge, interests, abilities and values.

341. Having made a tentative career decision the student completing level four will plan an educational and/or training program that will assist him in converting vocational preference into reality.

IV. to develop the skills necessary to obtain employment and/or to pursue further education.

431. Given a variety of occupational settings the student

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completing level three will be able to relate academic training and skills to job performance.

432. Having made a tentative occupational choice the student completing level three will identify and select the school subjects which contain the specific knowledge required for his career choice.

441. Having made a tentative occupational choice the student completing level four will obtain employment and/or to pursue further education.

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ANNE ARUNDEL COUNTY PUBLIC SCHOOL GOALS FOR CAREER EDUCATION

The Career Education Program is designed to meet the needs of the students of Anne Arundel County in enabling them to:

1. develop an awareness of self and others.

   (C-5, C-6, C-7, C-8, C-9, C-11, C-12, A-1, A-2, A-3, A-5, A-6, D-1, D-4, D-7)

2. develop favorable attitudes about the personal, social, and economic significance of work.

   (C-5, C-6, C-10, C-13, C-14, A-1, A-2, A-6, D-5)

3. develop and practice appropriate career decision making skills.

   (C-2, C-5, C-13, C-14, D-1, D-2, D-3, D-4, D-6, D-7, P-4)

4. develop the skills necessary to obtain employment and/or to pursue further education.

   (C-1, C-3, C-4, C-7, C-13, C-14, A-4, D-4, D-6, P-1, P-2, P-3, P-4)

5. obtain employment and/or to pursue further education.

   (P-2, P-3, P-4, C-13, C-14)

Information in parentheses relates the Anne Arundel County Goal for Career Education to appropriate Anne Arundel County Instructional Goals and Maryland State Department of Education Goals for Career Education.

C - Indicates an instructional goal identified by the Anne Arundel County Public Schools.

A - Indicates an awareness stage goal for career education identified by the Maryland State Department of Education.

D - Indicates a decision-making stage goal for career education identified by the Maryland State Department of Education.

P - Indicates a preparation stage goals for career education identified by the Maryland State Department of Education.

ANNE ARUNDEL COUNTY INSTRUCTIONAL GOALS

The statements below are an integral part of our report. We recommend that the Board submit them to the Instructional Division for use as guidelines developing objectives and programs related to these goals.

These statements are related to specific goals and are designed to clarify and expand on the meaning of the goals. Where the goals are self-explanatory, statements have not been included.

Goal 1

The school system should provide whatever varied programs are needed for the intellectual and academic development of all students, regardless of their abilities, handicaps, backgrounds, etc.

Goal 2

Our schools should recognize that sound decision making often includes both subjective and objective elements. That is, students should be taught to analyze situations and problems on the basis of the facts presented and to recognize that emotion and intuition often enter the decision making process.

Goal 3

Effective communication should include mastery of standard English, including spelling and grammar, and the ability to interpret symbols other than words.

Goal 4

Mathematical competence should include emphasis on basic arithmetic processes and practical mathematics useful in everyday situations, but it should also include the provision of mathematical skills necessary for success in other courses.

Goal 5

Teaching students to be responsible citizens should include helping them become aware of their own rights and those of society, helping them learn about the functions and processes of our government, helping them understand other forms of government and other societies, and encouraging them to participate within the framework of our democratic society.

Goal 6

Preparing students for a changing society should include helping them to understand the current and future problems of society (e.g. ecological problems) and to develop the skills and emotional attitudes needed to cope with a changing society.

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Goal 7

The "cultural activities" referred to here are in such areas as music , art, drama, etc. "Participation" as used here can mean either active engagement or passive observation.

Goal 8

The schools should not try to make all students fit into preconceived molds and should provide creative outlets for self-fulfillment.

Goal 10

The development of sound health and safety habits should include teaching students the principles of physical and mental health and personal hygiene, as well as instruction in safety habits (home, school, water, auto, pedestrian, etc.).

Goal 11

This goal deals with each student's personal psychological development. Instruction here should be aimed at helping each student know his own strengths and weaknesses.

The major responsibility in this area lies with teachers, though all professionals who work with students are involved.

Goal 12

This goal deals with each student's sociological development. Instruction should include the development of each student's ability to use positive human relations and to respect the rights of others.

Goal 13

Positive attitudes toward education can be fostered by helping students recognize that education is a continuous process, whether through college, other post-high school education, or self-education. The schools should help students recognize that much education takes place outside of school and that they must develop responsibility for their own education. The schools should also foster the development of intellectual curiosity.

Goal 14

The school should help students achieve basic job skills and/or the coursework needed for continuing education after high school. The schools should encourage in students the development of favorable attitudes toward employment and further education because these attitudes are as important as the development of the necessary skills.

THE FIVE-YEAR ACTION PLAN FOR CAREER EDUCATION: 1972-77

Maryland State Department of Education

GOALS OF CAREER EDUCATION

The long term goals of Career Education are that every student develop the competencies necessary for living and making a living while acquiring thoughtful attitudes toward work and the worker. Working toward these goals, students would become aware of a large number of occupations and careers, be involved in their investigation and sampling, and apply this information to their reasoned choices of the necessary competencies and/or academic backgrounds requisite for one or more of them.

The following goals are stated in the context of the developmental stages: awareness, investigation and decision making, and preparation in which, all things being equal, they would occur. Achievement of these goals, however, should not be rigidly held to the organizational levels suggested. Rather, each goal should be sought by helping adults whenever it is most appropriate for the student or students involved. In addition, work toward some goals suggested for elementary schools may be continued in middle school. In such cases continued exploration of the concepts implicit in each goal may be necessary, since some concepts should not be presented until students have attained the experiences and maturity to interpret as well as understand them.

An Important Note on Student Objectives:

It is neither the wish nor the function of this Task Force to exceed its task: that of presenting a plan which addresses the contribution the State Department of Education can make to its implementaton. To describe those student objectives which would achieve measurable accomplishment of these goals should and must remain within the province and the capacity of the local educational agency. The assurance that this Department will provide assistance with the development of these student objectives is both implicit and explicit in the timetable of strategies and enabling activities which follow these goal statements.

A. Goals of the Awareness Stage

By the end of elementary school years, students should:

1. demonstrate appreciation of the reasons people select certain careers; toward work itself as a means of achieving many satisfactions; and toward work in relation to themselves - as they see it now, and as they "predict" its importance in their futures

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2. demonstrate an understanding of the life styles, values, major duties and responsibilities involved in a broad range of career areas

3. express their interests in terms of their relatedness to adult hierarchies of work and leisure behaviors

4. demonstrate their ability to relate the acquisition of basic skills of communication and computation to the successful engagement of a multitude of future roles

5. begin to think well of themselves in terms of their unique potential as future members of a service-oriented society

6. begin to develop a set of work values that hold personal meaning for them.

B. Goals of the Investigation and Decision-Making Stage

At the end of their middle or Junior high school experience, student should:

1. possess a knowledge of their interests and talents along with demonstrable basic decision-making skills

2. have an indepth knowledge of several major career fields

3. have become aware of many additional career fields they would like to investigate

4. have explored and expressed their own values, interests, and educational achievements

5. have firsthand acquaintance with the economic system - as consumers and as observers of those who work to produce goods and perform services

6. be prepared to select a tentative high school educational plan best suited to their individual needs and desires

7. be able to integrate knowledge of self and of the world of work in order to identify a career or careers for which they have made tentative decisions.

C. Goals of the Preparation Stage

In addition to the continuing outcomes of previous levels, students should be able to:

1. seek and utilize the specific skill training opportunity they describe as appropriate to their goals

2. become gainfully employed at an entry level appropriate to their career objectives upon leaving high school, or

3. enter a community college, technical institute, preparatory school, apprenticeship orogram, senior college, or some other post high school occupational, or further educational training setting

4. recognize the changing mature of career commitment throughout an individual's lifetime - by knowing how to re-evaluate initial career choices, stating alternative choices, and seeking the experience and training necessary for their implementation.

If the students are to make meaningful career decisions, they will need information about the work of work, an understanding of themselves, and assistance from parents, teachers, administrators, and counselors. Essential to this process are those persons in the community who represent the working world and who can provide the alternative learning environments necessary to the student's self assessment.

When parents, schools, and committies work together, students will be able to receive the necessary assistance for making realistic and satisfying career choices. Moreover, when helping adults from all settings are involved in the educational process, their is mutual gain to be realized by individuals of all ages as they are encouraged to exercise a purposeful control over their present or future roles in the larger society.

The following strategies reflect the contributions of school and community to the implementation of this plan. Each statement of intent carries with it this Department's commitment to coordinate such human resource toward measurable achievement by or before fiscal year 1977.

III. Description

The program in career education in Anne Arundel County which emerged as a result of task force effort is a sequential interdisciplinary program based upon skills, attitudes, behaviors, and experiences deemed necessary for career decision-making.

The design of the program is organized around a conceptual framework encompassing five major areas identified as having concepts for career education; they are career , self, society, technology and economics. For these designated areas, broad conceptual statements channeling student's learning are written. Then many supporting ideas contributing to the comprehension of the major concepts are stated as subconcepts. Since the scope of the program calls for an integration of the learning of all conceptual areas, all concepts are parallel and taught simultaneously.

To measure and evaluate learning outcomes there are behavioral objectives for each subconcept. Since these objectives have been aimed at the student's level of comprehension and developmental stage of learning ability, the program is divided into four levels of learning. There are behavioral objectives for each of these levels with interdisciplinary activities suggested to accomplish the stated outcomes. In determining what should be learned in each of these levels, the development of student's cognitive, affective and psychomotor domains was considered.

The elementary component of the Anne Arundel County Program focuses on career awareness and an understanding of self. The emphasis is on instituting attitudes toward and an introduction to the world of work. Students explore a wide range of careers as they relate to their classroom learning. They are also introduced to the concepts of self, society, economics and technology at an elementary level. Elementary students have the opportunity to gain "hands-on" experience in such areas as technology - learning basic industrial arts skills as they relate to the world of work, typing - learning a basic typing skill at the end of six weeks and utilizing this skill to improve language arts skills, and sewing skills - used to create projects to illustrate content area concepts.

This combination of career awareness, self understanding, and "hands-on" experience makes traditional classroom offerings more exciting and meaningful in both an open space setting and the traditional classroom.

The junior high program is designed to begin narrowing the range of job exploration and to begin the process of identifying career preferences. This requires a closely coordinated effort between teacher, counselor, and the community.

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This component of the program expands the role of the classroom teacher to include the relevancy of what is taught. Teachers relate their content to the career areas of career, self, economics, technology, and society. Content becomes more than the learning of abstract information but includes its application in terms of self awareness, decision-making, economic awareness, and career preference.

Closely paralleled to this on-going classroom instruction are the efforts of counselors and teachers to help the student begin the process of developing a tentative career choice. This is a narrowing process in which a continuing exploration of careers in terms of abilities, interests and values at grade seven will lead to a tentative career preference at grade nine involving simulated or actual work experience in a specific career area. Emphasis is on involving teachers and counselors as a team to achieve those objectives.

A third aspect of this program involves a closer working relationship between an expanding vocational program at the senior high level and teachers and counselors at the junior high level. Opportunities are provided for selected ninth grade students to gain exploratory skill training through actual use of vocational facilities or by using "packaged" instructional material in the classroom designed to explore a career area individualized for independent use. Vocational counselors assist the junior high personnel in planning and implementation.

At the senior high level, the program continues to emphasize career concept areas and their application to classroom instruction. At this level career education requires a tentative occupational choice. Students may select programs which involve job entry skills or continue preparation for higher education.

There is a continuing effort to expand the program of offerings to include others not traditionally considered aspects of vocational education.

A key element of all these programs is the guidance and counseling component. From its inception, the career education program has profited from the relationship which exists between the goals of career education and those of the guidance and counseling programs in the county. Career education in Anne Arundel County broadens the scope of both programs by emphasizing the unique role of counselors as "consultants". The counselor assigned to career education initiates activities involving both teachers and counselors working as a team.

Emphasis is also given to promoting the placement of all exiting students in either: (a) a job, (b) post-secondary occupational programs, or (c) a baccalaureate program.

The career education program has now expanded to all four areas of the county and can be considered to be in the internalization stage of implementation. Area offices in all four areas have accepted the implementation responsibilities for career education and program specialists at the central office level are infusing career objectives into each content area for implementation. Career resource teachers are assigned to each area office to assist teachers in implementing the program.

IV. Results and Accomplishments

Process goals for 1974-75 were established both at a central office level to provide support for implementation and at the area office level to provide direction for resource teachers in each area office.

At the central office level the follow goals were established with the following results:

A. To establish career education resource teachers in each area office capable of giving effective leadership to career education in that area.

The reorganization of the career education staff became operational on September 3. The county is divided into four administrative areas, each area being staffed by an area director, assistant area director, instructional coordinators and resource teachers for each content area. On September 3, career education resource teachers began a part of the new organization.

The reorganization of career education personnel is intended to internalize career education as an integral part of the Anne Arundel County School System and to eliminate the implication that career education is a project outside the on-going program.

Therefore the new organization reflects:

2 Resource Teachers - Area I

2 Resource Teachers - Area II

2 Resource Teachers - Area III

1 Resource Teacher - Area IV

Also:

1 Guidance Counselor Assigned to Area III

1 Placement Specialist Assigned to Area IV

1 Typing Specialist Assigned part time to Severn River Junior High School and part time to the elementary language-arts-typing component

1 Instructional Aide serving all areas

1 Secretary assigned to the Central Office

1 Project Director (Coordintor of Career Education) Assigned to the Central Office.

B. To assist each program coordinator identify career objectives appropriate for the program area and assist in the development of a format for infusion.

The initial meeting on September 13 to introduce program coordinators to the concept of infusion was successful in that each content coordinator expressed a willingness to be involved. The entire effort was given priority status by the Assistant Superintendent for instructional Programs and the Director of Curriculum. The goals of each program area was to:

1. Identify career education objectives relevant to the program area
2. Develop a format for establishing the relationship between career and program objectives
3. Suggest activities for implementation.

It was decided that to accomplish these goals a week long workshop would be held. Each workshop group would be represented by both content and career education specialists under the direction of the program coordinator. The Director of Curriculum and Coordinator of Career Education would serve as consultants for all workshop groups.

The math-career education session was held from November 18 to November 22. Math, career education, curriculum, and instructional specialists were represented on the committee. The committee set the following goals:

1. to design a model for infusing career objectives into the math curriculum. The revised mathematics curriculum will relfect this.
2. to design an interim document which relates specific mathematics transitional objectives to career education objectives. Activities are suggested to support the relationship. This material will be incorporated into the revised mathematics curriculum.

The committee accomplished both objectives and the interim publication is being prepared for publication.

Language arts accomplished its task in two sessions, November 25-27, and December 2-3. This group was representative of career education, and language arts specialists. Since they were operating with a more traditional curriculum several model units were also developed to serve as prototypes for future curriculum revision. This material is now being printed.

Social Studies, career education, and curriculum specialists met during the week of December 2-6. The group was highly motivated and based their work on a previously established format for implementation. Some thought had also, already been given to the possible correlation of social studies and career education objectives so that the session was a continuation of this process. This material has been printed for distribution.

A committee representing art met during the week of December 16-20. It was decided on the 16th that additional work needed to be done on the art curriculum itself prior to involving additional career education personnel.

The foreign language committee met the week of February 24 to the 28. Although this task at first appeared to be more formidable than the other areas, the committee produced an infusion product that all member of the committee felt would work. The committee consisted of foreign language, career education and curriculum people who worked well together as a team. The excellent product produced reflects this cooperation. This material is now being typed.

The science format created a year ago as a pilot effort in infusion still appears to need some revision. The experiences gained in working in other curriculum areas will be benefical in making this format more flexible.

This infusion material will form the basis for all implementation efforts beginning in 1975/76 as it supports the concept that career education should be a part of existing curriculum. A copy of the social studies-career education infusion material is attached to this report for examination.

C. To provide adequate resources in each area for implementation of the program.

An excellent program was designed by the resource teachers and media specialist in Area II to acquaint area media people with the career education material coming to their schools. The material was purchased with Title II funds and provides the basis for a mini-resource center of career education material in each school. This material is now in the schools.

In addition Area I, III, and IV have comprehensive materials centers which provide material for implementation. Area II is also building a central resource center to support implementation in addition to the mini-resource centers in each school.

D. To conduct at least one county-wide workshop in career education for any teacher interested in becoming more actively involved in the program.

Approximately 75 guidance counselors attended a one week workshop conducted from August 12-16. The workshop was a joint effort of the Coordinator of Guidance, the Coordinator of Career Education and the Director of Vocational-Technical Programs. The purpose of the workshop was to:

1. Further familiarize counselors with the career education program and to provide counselors with the opportunity to identify career objectives relevant to the guidance and counseling program.

2. Provide counselors with activities which they could in turn use with teachers in assisting them in implementing a career education program. The activities were in the area of self, decision-making, values clarification and the use of community resources.

3. More throughly familiarize counselors with the vocational-technical programs so that they could better advise students.

In-service sessions have also been held in area offices to acquaint area personnel with the progress of career education and to familiarize them with the expanded role of resource teachers.

On September 6 a group of Anne Arundel County Educators, and businessmen met with representatives of the Maryland State Department of Education to discuss the feasibility of instituting local industry visitations for Anne Arundel County Teachers. Suggestions for visitations came from business and industry representatives while the content for the course to be offered as a part of the workshop came from the educators and Maryland State Department of Education Representatives. Graduate credit for the course was offered through the University of Maryland on an optional basis. The course began on February 5 and the visitations were conducted from July 7 to July 18.

The county-wide workshop offered for professional credit was completed on November 26. The informal evaluation conducted during the last session was extremely positive, as well as helpful for future sessions.

County-wide in-service was conducted on February 17. Dr. Kenneth Hoyt and Mrs. Joyce Cook discussed career education at the national level while Mr. Niel Carey and Mrs. Nancy Pinson discussed the progress at the State level.

As mentioned previously, each area also wrote process goals to assist career education resource teachers in their implementation efforts. The following is a statement of their goals and accomplishments.

INTERIM REPORT

Submitted by Area I

Sheila Redmiles
Don Welch

I. Goals and Objectives

Establish the kind of working relationship with the resource teachers in the Area I Office that will facilitate the infusion of career education objectives into all parts of the curriculum; and, through these other resource teachers, speed implementation of career education.

Become familiar with, and assist schools in Area I to familiarize themselves with, borrow and/or purchase, and field test materials of instruction which relate to career education objectives.

Support principals and teachers in Area I schools as they may need our services to implement career education.

A. Procedure

Two career education resource teachers have serviced 27 schools in Area I. To acquire services of a resource teacher, a classroom teacher makes a request to the school principal, the school principal to the curriculum coordinator, and the curriculum coordinator to the resource teacher. In most schools, this procedure pertains to a "first" contact. Additional contacts between the resource teacher and classroom teacher are often arranged directly. Since the school principal has the responsibility for curriculum program development, this process keeps all personnel informed of career education activities taking place within the school.

II. Results and Accomplishments

A. Goal I - Cooperation Among Resource Teachers

Resource teachers in the Area I Office have worked effectively with career education concepts and facilitated the infusion of career education objectives into all parts of the curriculum.

An exchange of program philosophies and practicalities was realized between career education resource teachers and the gifted, media specialist, math, science, social studies, and special education resource teachers.

Resource teachers gave support to career education resource teachers during the U.S. Office of Education evaluation in January, 1975. These resource teachers discussed the ways in which they were helping to infuse career education concepts into their particular subject areas.

In additional, joint projects were undertaken with the media specialist and speial education resource teacher, and the media technician.

The special education resource teacher worked with the career education resource teachers to help initiate a curriculum for Marley Junior High School special education teachers, employing hands-on projects to teach reading, language and math; and at Corkran Junior High School cooperated in developing curriculum for an alternative education program.

The media specialist resource teacher supported and cooperated with career education resource teachers in many ways. Her regular contact with media specialist in the schools helped immeasurably in having career education mini-resource centers established in media centers. She assisted in establishment of the three model resource centers at Rippling Woods Elementary, Lindale Junior High, and Glen Burnie High School. She worked regularly with a career education resource teacher in a sixth-grade class at Quarterfield Elementary School, to have them produce and publish a dictionary of occupations. She has assisted in the task of processing and cataloging Area I career education resource materials into the media center at North Arundel Vocational-Technical Center.

The media technicians assisted career education resource teachers in the production of many learning stations. One media technician worked with the children at Quarterfield Elementary School on the Dictionary of Occupations project - teaching the students techniques of illustration, and helping them plan the illustrations which accompanied each entry in their dictionary, and preparation of the cover and title page. He supported a career education project at Rippling Woods Elementary School where he undertook the technical direction and instruction of a group of children who were simulating a television news department. During a career day at this school he participated as a resource person, talking with fifth and sixth-grade children about photography as a career.

Area I career education resource teachers worked with a committee of math resource teachers and special education resource teachers to implement the writing of career education objectives into their respective curriculum guides.

B. Goal II - Materials of Instruction

Resource Center

Area I resource materials were moved from Brooklyn Park High School to the North Arundel Vocational-Technical Center's Media Center. These materials are being processed into the Dewey System and incorporated into the card catalog of the media center. All materials are available for loan to any school in Area I. Schools in the area can come directly to the media center to check out desired materials; or the media specialist at the Vocational-Technical Center will accept telephone requests and make delivery of the materials through the routine "basket" delivery system of the school system. Career education resource teachers may still check out materials and make delivery to teachers when the situation warrants.

Model Collections

Model collections of current career education materials have been established at Rippling Woods Elementary, Lindale Junior High, and Glen Burnie Senior High. These model collections are a joint effort of career education and the media center utilizing Title II funds. In the media center of each school materials are set up so that Area I teachers may come and preview them. A list of the materials placed in each center may be found in the Appendix.

Mini-Resource Centers

Most schools in Area I have established mini-resource center of career education materials in the media center. These centers include books and audio-visual materials as well as various career education reference material.

New Material Given to Schools

In addition to new material placed in the model collections, some schools were given new materials. Game-Sim was placed at Corkran Junior High, Glen Burnie High's English department received forty copies, and a special class at Corkran Junior High 12 copies of My Job Application File by Kahn, Tong, and Jew. Six trays of "sound-on-slides" of various occupations were given to Quarterfield Elementary.

Material Purchased for the Resource Center

A list of material purchased during the year for the Area I Resource Center may be found in the appendix.

Material on Loan to Area I Schools

The following schools in Area I utilized career education materials from the Resource Center this year:

- Andover High
- Brooklyn Park High
- Glen Burnie High
- Corkran Junior
- Lindale Junior
- Marley Junior
- Ferndale Elementary
- George Cromwell Elementary
- Glen Burnie Park Elementary
- Glendale Elementary
- Hilltop Elementary
- Marley Elementary
- Quarterfield Elementary
- Richard Henry Lee Elementary
- Rippling Woods Elementary
- Southgate Elementary
- Woodside Elementary

C. Goal III - Support and Services Provided

In-Service Presentations

In September career education resource teachers conducted an in-service meeting for the Glendale faculty regarding value clarification and decision-making. Teachers learned about the decision-making process and participated in decision-making activities. Materials of instruction and learning stations related to the topic were previewed by the faculty. Each teacher planned a lesson or constructed a learning station of their choice.

The teachers at Quarterfield Elementary School met by grade group with career education resource teachers in September, to review rationale and objectives of the program, and to make long-range plans for career education in their school.

In October a career education resource teacher planned with the principal and total faculty hand an enthusiastic implementation of career education, but they were interested in learning about additional ways they might infuse career education into the total curriculum.

In November career education resource teachers met with the faculty of Oakwood Elementary to show examples and discuss ways of infusing career objectives into their total curriculum. Learning stations were displayed.

A career education resource teacher met with department chairpersons at Glen Burnie High to discuss additional ways of infusing career objectives into their content areas. Services provided by Area I career education resource teachers were enumerated. Materials of instruction were displayed.

The career education resource teachers led two 50-minute sessions of the Andover High School teachers' in-service meeting in January. A total of nine teachers attended the sessions. After a brief introduction explaining the kinds of services teachers might expect from the area resource teachers, the remainder of the session was devoted to having teachers react to three papers and attempt to arrive at a consensus concerning the questions on each paper. These papers were intended to help the group develop a better understanding of career education goals and some ways that these goals might be met.

III. Conclusions

A. Idea Booklets

Idea booklets (suggested units) have been prepared for use by teachers. These booklets were prepared in such a way that teachers could use them literally, or as a source to spark ideas in the teachers' minds.

Sewing in the Elementary School has been used at Belle Grove Elementary and Rippling Woods Elementary with teachers and parent volunteers to give basic information about working with elementary children and the sewing machine.

What Will I Do has been used by Glendale Elementary and Rippling Woods Elementary Schools. This booklet contained suggested lessons and a learning station for teaching the processes of valuing and decision-making.

A Bookbinding Project was used at Marley Elementary and Quarterfield Elementary Schools. This was to develop career awareness.

Making a Miniature Electric Board was used at North Glen Elementary School to give experience in measurement and use of the ruler.

Make a Puppet Stage was used at Richard Henry Lee Elementary, Woodside Elementary, and Rippling Woods Elementary Schools. The completed project was used throughout these schools in their language arts program.

Why Do We Teach Our Children To Read was used at Rippling Woods Elementary School where a group of students developed their in-school TV station.

Make a Hanging Planter was used at Linthicum Elementary and Woodside Elementary Schools, and Marley Junior High School.

Making a Card Holder was written for and used by Rippling Woods Elementary School as a functional reading project. Students working on this project made number card holders for their cafeteria.

B. Special Happenings

A career open house was held at Quarterfield Elementary School. Letters of invitation were sent home to all parents, as well as to school administrative personnel; and large numbers responded. One member of the board of education was numbered among the visitors. All visitors had an opportunity to see lessons in progress representative of the on-going career education program, and ways the teachers at all grade levels were infusing career education objectives into their daily curriculum.

At Rippling Woods Elementary School a series of "Career Days" were held. On May 29, all fifth and sixth-grade students were rotated through a series of presentations by a doctor, a cartoonist, a chaplain, a pilot, a county policeman, a ventriloquist, a photographer, a computer instructor/operator, a judge, a telephone company representative, and a scuba diver. The thrust of this day was to develop career awareness. The first and second-grade pod extened their career days to two days (June 5 and 6). A letter was sent to all of their parents in May, asking for volunteers who might be willing to share their hobbies or careers with the children. Career education resource teachers were asked to participate in this program. Four sixth-grade boys were instructed by a career education resource teacher to work with the younger children in the use of tools; and these boys worked with all 220 first and second graders, helping them to complete three sets of geometric dominoes. A group of mothers worked with the entire group one of the days, helping them prepare their lunch. The career education resource teachers worked with all children on a culminating activity related to self awareness - all children completed a personal coat of arms. Filmstrips related to careers were used at one station. Volunteer resource people at other stations during these two days introduced children to the following careers and hobbies: aerospace engineer, pharmacist, employee relations, heating and air conditioning, posion control, telephone installation, rocketry, ceramics, electricity, air pollution control, nursing, flower pictures, hairdressing, veterinarian, cartooning, air traffic control, and commercial food management. Evaluation of these career days by children, parent, resource volunteers, and school administration was enthusiastically positive.

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C. Community Resource Speakers and Field Trips

Career education resource teachers have assisted teachers in locating community resource speakers for their classrooms. A file of available speakers exists at the Area I Office and the information therein is supplied to teachers upon request. Career education resource teachers assisted Woodside Elementary in planning for a school file of community resource speakers drawing from parents in the school community.

Career education resource teachers also helped to set up various field trips throughout the year. In addition, career education funds made possible the following trips:

School	Trip
Ferndale Elementary	Annapolis Legislature
Lindale Junior High	Social Security Administration in Woodlawn
Marley Elementary	Smithsonian Institute Long Hill Communication Center Friendship International Inn
Marley Junior High	Kennecott Company
Quarterfield Elementary	Glen Burnie Post Office General Motors Assembly Plant
Southgate Elementary	North Arundel Vocational-Technical Center

D. Technology/Sewing/Typing Programs

Career education resource teachers supported various technology, sewing, and typing programs during the year. Assistance in planning was given. Demonstration and/or introductory lessons were often taught.

Assistance with technology projects was given to the following schools:

Linthicum
Marley
North Glen
Park
Point Pleasant
Quarterfield
Richard Henry Lee
Rippling Woods
Southgate
Woodside

Assistance with sewing projects was given to the following schools:

Belle Grove
Rippling Woods

Assistance with typing programs was given to the following schools:

Quarterfield
Rippling Woods
Marley Junior

E. Corporations

Career education resource teacher support was given to three elementary schools where fifth-grade social studies teachers wanted to organize corporations as part of their unit on economics. The kind of support provided varied from school to school.

Quarterfield Elementary School asked for general ideas concerning how they might go about organizing the corporation and how to infuse this project into other curriculum areas. A lawyer was called in as a resource person to talk with the children, and get the corporation organized.

Woodside Elementary School asked for a suggestion of a specific item which their children might manufacture. Plans were prepared for them, and one teacher was instructed in the processes of using the tools and equipment he would have the children use in producting the product.

Park Elementary School had teachers experienced in this unit. They were, however, interested only in manufacturing and selling games; and were looking for new ideas in games the children might make. Five plans were parpared, along with completed examples of each, and given to those teachers.

All three schools experienced success.

F. PTA's

Quarterfield PTA Meeting - Mr. Jervis gave an overview of Career Educatin. Resource teachers discussed specific on-going school activities. Examples of learning stations in use at the various grade levels were available for parents to see and experience.

Rippling Woods PTA Meeting - A career education resource teacher presented the program. An overview of career education utilizing the new slide-tape was presented. Specific school involvement in the program was discussed, and parents were shown samples of work completed by the students. A materials display, containing materials from the model collection of career education materials, was set up. Copies of the State goals for career education were available for the parents to take home.

Linthicum PTA Meeting - A career education resource teacher presented the rationale of career education and a brief explanation of the total program - its status and thrust in the Nation, in the State, and in the County. A brief slide-tape was used to explain the process of infusing career education into the elementary school curriculum. The group learned about the existing programs in their school, and some examples of on-going programs were displayed to them.

INTERIM REPORT

Submitted by Area II

Suzanne Gonzalez
Eugene Polm

Area II is an administrative instructional grouping consisting of two senior highs, four junior highs, one middle school, and eighteen elementary schools. In 1973-74, following the Board of Education's approved curriculum implementation schedule, the area office placed emphasis on the newly designed social studies and science programs. Initial implementation of career education in Area II was planned for 1974-75.

The two resource teachers assigned to the area office and the Assistant Area Director planned specific implementation goals and steps to accomplish same. Work to date has generally followed the goals as established, and all goals have been attained to varying degrees.

The four major goals for the year were as follows:

1. To orient all Area II personnel (coordinators, principals, administrative staff, teachers, para-professionals) to career education.

2. To infuse career education objectives into science and social studies, K-12 in scope.

3. As specific areas are identified, to infuse career education into content areas other than social studies and science.

4. As schools identify need, implement the technology phase of the program.

Relative to Goal I, all school and area office administrative personnel received in September a general orientation to the concept of career education and to the specifics of the Anne Arundel County program. Following this meeting, dates were established and meetings were held with the faculties of each school; all schools with the exception of one elementary school had received by mid-year an orientation to career education. The remaining school was involved in a special staff development project and was not scheduled for this reason this year.

As indicated by Goal II, because of the prior implementation emphasis on social studies and science, and since career education involves an infusion process, it was determined that the initial career education effort would be to infuse the program into the emphasis areas of social studies and science.

Social studies infusion proceeded well. Career education resource teachers, working with the social studies resource teachers, assisted in the development and writing of many units which incorporated career education objectives and activities. Assistance by resource teachers has been given in over two-thirds of the schools. A specific written procedure which suggests career education inclusion in the writing or adapting of units provided additional impetus. The nature of the social studies program readily lends itself to career education infusion, and a county-wide curriculum infusion committee developed recommened objectives for each level of the social studies program. In addition to the inclusion of objectives and activities in written units, field trips were taken by some social studies classes to local industries, guest speakers were utilized, and technology related activities were employed.

Science-career education infusion proceeded more slowly. Initial efforts were made in this area in the form of meetings with science teachers in ten schools in the fall. These meetings attended by both career education and science resource personnel provided teachers with suggested objectives and activities for inclusion in their science units. During the course of the year assistance was provided specific teachers in science who requested it. Demonstration lessons were given, field trips and speakers were provided, and materials were obtained for classroom utilization.

Relative to Goal III a variety of services were provided teachers in Area II this year. These inclued, but were not limited to the following:

General

1. Materials were provided each school for the establishment of mini-resource centers. These materials were selected from pre-determined lists and resulted from a survey of the schools which determined those materials which the schools did not have.

   A special one day in-service conducted by the career education resource teachers and the Area II media resource teacher was held for all media specialists. This in-service introduced the media specialists to some of the materials which they received that day, provided some suggestions and ideas relative to utilization of the materials and teacher assistance. Time was provided for examination of the materials.

2. "Career World" magazines and guides which provide information and lesson plans for career education infusion in many subject areas were purchased and were distributed monthly to schools.

3. Career education resource teachers worked with the special education resource teacher throughout the course of the year. Assistance was given special education teachers with career education infusion into their curriculum. Special education teachers were encouraged to employ career behavioral objectives in unit construction and as the vehicle for relevant teaching of content.

   A half-day in-service was held in January which gave a general overview of career education and its implications for special education. Examples of units were provided teachers and a working session was held for discussion and the initiation of units utilizing career education objectives as the basis.

   Following this in-service, career education resource teachers assisted several junior high special education teachers who were making efforts at infusion. Demonstration lessons were given, materials were provided, and field trips were taken. Additionally, extensive meetings were held with several teachers relative to their concerns about their orthopedic students and evaluation of all special education students in their classes with regard to abilities and interests. To date these meetings have been quite productive and have provided for a useful exchange of information. Guidance personnel actively participated in the meetings.

4. All Area II physical education teachers participated in an in-service for physical education-career education infusion. The teachers were given the opportunity to examine the career education objectives and to select those which they felt to be most appropriate and relevant to their teaching. A compilation of these objectives was sent to the teachers for further examination and input.

Elementary

1. On the elementary level, career education concepts, objectives and materials were incorporated in a variety of ways. For example, interest-hobby clubs employed guest speakers and took field trips related to the career aspects of the club. In one school, a group of gifted students became actively involved in an extensive career education-language arts-social studies-media project which culminated in a parent presentation

in June. Kindergarten teachers in some schools have developed and are utilizing prop boxes for career awareness activities. Some classes utilized ITV career programs.

Middle School - Junior High

1. At the middle school - junior high level, one school, in attempting to implement a daily advisory period for students, developed a number of topics through a committee of teachers and coordinated by one of the guidance counselors. These topics were career related, and career resource teachers worked throughout the year in an advisory capacity to this committee. In addition to the writing of two sample units, funds were provided for the purchase of supportive audio-visual material.

   Another junior high school is in the planning stage of developing a career center. Funds have been provided for the purchase of materials for this purpose, and materials will be ordered by July 1. Guidance counselors and resource teachers are presently selecting appropriate materials.

Senior High

1. One high school, employing a full-time career education aide, has established the beginnings of a career center. This center contains all mini-resource material as well as additional literature for student use. Guest speakers have been utilized relative to specific occupations for interested groups of students, field trips have been conducted, and some gifted students are receiving occupational experiences outside the classroom.

   At the other high school subject area meetings were held with most departments with a view to assisting in the infusion of career education. Materials and suggestions were provided; teacher input and suggestions were encouraged.

Relative to implementaion Goal IV, in September there were three elementary schools in Area II with technology centers. At the end of April only six schools had fully operational ones. At the present time all eighteen elementary schools have fully-installed technology centers.

During the course of the year a number of the schools utilized the centers in the construction of various articles related to career aspects of their teachings. Social studies provided one of the major areas for technology utilization, but activities were also carried on in a number of other areas such as remedial reading and special education.

Additional work by career education resource teachers in Area II this year included the following:

1. A career resource room for area-wide utilization was established in one of the elementary schools. Approximately $1500 worth of material was ordered throughout the course of the year. This material was selected for its utility and appropriateness at varying grade levels in support of career education infusion. Most of the material has arrived.

2. A field trip-resource speaker list was compiled and up-dated throughout the year. This list has assisted resource personnel in field trip and speaker location for teachers.

3. Various dissemination activities were conducted. Among these were the following:

   a. one CAC presentation;
   b. three PTA presentations;
   c. a talk to the Annapolis Rotary Club;
   d. participation in a Consumer Education night at one of the high schools.

4. The two resource teachers served on two curriculum infusion committees, Language Arts and Social Studies, charged with the purpose of infusion of career objectives into the respective curricula.

5. Required evaluative testing was conducted as required.

This report represents the work, direct contact, and influence of career education resource personnel in Area II this year. Relative to the specific implementation goals as established, Area Office personnel consider the initial implementation of career education to be successful.

INTERIM REPORT

Submitted by Area III

Jane Polm
Bob Smith

The goals for Area III and specifically for Career Education personnel in the area formed the basis of operation from an Area Organization. These goals have served as guidelines for the implementation process of the program as well as meeting the needs of students at all levels of learning. Prior to re-organization implementation procedure had already begun in Area III at the elementary level, therefore much of the emphasis for the 74-75 school year was directed toward the Junior/Senior High.

Area Goals

* 1. Implement countywide instructional programs

* 2. Provde instructional support services to area schools for program implementation, maintenance and improvement

3. Improve the effectiveness of area and school staffs

4. Provide facilities, equipment and materials for the operation of school programs

Objectives

1. Implement the county adopted mathematics program in the elementary schools; refine and extend the program in secondary schools (and Four Seasons)

2. Refine and extend the Unified Science program in all area schools

* 3. Integrate career education principles, content and techniques into the various disciplines

4. Implement the county-adopted social studies program to the extent schools are ready; prepare staffs for full implementation in 1975-76

5. Initiate the support activities for improvement in the reading program

6. Improve and extend existing instructional programs not yet designated for county level task force development

* 7. Develop closer coordinator of instructional services and pupil services within the instructional services team

* 8. Provide adequate instructional staff and instructional support personnel at the school and area level

9. Assist schools in the implementation of accountability procedures

10. Identify exceptional needs of area students and assist schools in providing programs

NOTE: * These goals and objectives are in line with the goals and objectives for the county career education program.

Goals for Career Education Resource Personnel for Area III

1. Strive to implement the program fully at the secondary level
2. Maintain program and improve areas of weaknesses at the elementary level.
3. Assist teachers by providing a wide range of services to meet their needs.
4. Implement career education jointly with other programs by infusing the career concepts into all program areas.
5. Integrate technology aspects of program as part of regular classroom activities

A Perspective of Career Education in Area III Schools - 1974-75

Through a variety of meetings, (mini-workshops, staff and department meetings, in-service training, one-to-one contacts) the purpose and implementation procedures for Career Education were explained and demonstrated to the faculty and staff at all Area III schools. Continuous contact was established through individual school meetings with faculty and staff throughout the school year.

Through these meetings the Career Education personnel planned with teachers various strategies for integrating career objectives into the content areas. We also demonstrated the use of related Career Education instructional materials to teachers at all levels K-12. We assisted teachers in establishing learning activities to complement the planned objectives for their particular unit/units of work. Continuous services are provided for teachers, principals, and coordinators as the needs arise to insure an easy transition to incorporating new techniques and to provide meaningful experiences for youngsters.

The infusion of Career Education objectives into each of the content areas is being accomplished satisfactorily. As curriculums are revised and/or rewritten Career Education personnel have been involved in planning and writing sessions to insure a broader coverage for career education within a particular discipline. The career education personnel have assisted teachers in a number of professional workshops (Social Studies, English, Science) as they planned units of work in that discipline. These professional workshop sessions were helpful in showing that career education is an integrated part of all content areas and is not a separate program. Almost all disciplines have been infused with Career Education objectives. As these new curriculum- are disseminated, it is important that total orientation programs for principals and teachers be presented.

Career oriented materials of instruction as well as community resources play an integral part in any program. However, we have found that materials geared specifically to units of work, developing self concept and jobs/occupations have been in the greatest demand for classroom instructional purposes. Taking into consideration the information collected during the school year concerning the use of materials we will continue to evaluate the new Career Education materials as the development of the Area III Resource Center progresses. Also, the career education resource centers in several of the Area III schools. Cooperation from several sources as: businesses, industries, government (federal/state/local), community college and individuals has been excellent. The knowledge and experiences that these resource people have brought to the students is valuable information generally unattainable.

Through mini-workshops and in-service sessions a number of teachers were instructed in the safety and use of some of the tools involved in the technology program. During these sessions teachers became familiar with the use and the handling of the technology equipment and constructed a project. After these sessions teachers are able to become more involved in classroom activities using the technology center with their students. At that stage of the program the career education resource personnel are asked to assist the teacher and students in planning and carrying out the activity. Experiences with these kinds of activities in a classroom setting help to make aware of the relevance of the content material being taught.

The automated instructional typing program is offered largely to promote the learning process of the basic language arts skills. Teaching children typing at an early age given them a mechanical skill which is helpful in expression and useful in the world of work. Typing a word helps a child learn it better and faster from its spelling to proper use of it in a sentence. Typing papers gives the children a sense of achievement. Area III schools implementing the typing program have found that it totally enhances the language arts program. The excitement created by this new experience is stimulating and self-satisfying to students.

We have had visitors from different areas of the country to visit our program for the purpose of learning more about the career education implementation process K-12. Visitors came from the university, local colleges and Joint Council of Economics to discuss aspects of the Career Education program.

The Career Education resource personnel have also visited other state/local programs as well as attended conferences in different areas of the country to further enrich their knowledge of Career Education.

Evaluations of the Career Education program have been conducted this school year by the Career Education personnel using a variety of instruments directed at both staff and students for the purpose of obtaining information for measuring the progress of the program as outlined by the Federal Guidelines.

Future Consideration for Improving the Effectiveness of the Career Education Program

1. Ways to assist teachers in gaining the most effective and efficient use of instructional materials.

2. Hold school-based mini-workshops in technology to motivate teachers to use the services of the Career Education resource personnel for Career/Technology related activities.

3. Consider additional ways [illegible] informing school personnel the availability and services of the resource personnel.

4. Create more situations in which resource personnel are more directly involved in the teching/learning process.

5. Consider additional ways to gain feedback about the appropriateness of suggested activities and instructional materials.

INTERIM REPORT

Submitted by Area IV

Aretha Stubbs

I. Goals and Objectives 1974-1975

A. Long range goal: To establish an effective Career Education program in all the schools of Area IV.

B. Goal for the year: To initiate an approach to integrating Career Education in content areas in at least one half of the schools assigned to me.

C. Process Goals:

1. Relate traditional classroom instruction to Career Education objectives.
2. Relate technology activities to classroom instruction.
3. Relate typing skills to classroom instruction.
4. Relate sewing skills to classroom instruction.
5. Emphasize career decision-making process.
6. Exploration of job clusters.
7. Make counselors more available to teachers and students.
8. Involve special classes in Career Education.

Process Goal I - Objectives

1. In-service programs will be set up for school staff involved in career education.
2. Every teacher in at least ten schools will demonstrate an understanding of the infusion process.
3. Establish a mini resource center in at least ten schools.
4. Establish a central resource center at Area IV Office for use by teachers in the area.

Process Goal II - Objectives

1. At least two schools will have technology centers in which the activities are directly related to a career-oriented unit.

2. At least one teacher in schools with technology center will be able to train staff and students in use of tools, materials and equipment.

Process Goal III - Objectives

1. At least one new elementary school will participate in the elementary - language arts typing program as a means to train basic language arts skills.

Process Goal IV - Objectives

1. At least three new elementary schools will use sewing machines as a means of relating classroom instruction to a practical skill.

Process Goal V - Objectives

1. A majority of elementary teachers in two schools will be able to show evidence of having utilized the techniques of the career decision-making process.

Process Goal VI - Objectives

1. At least two schools will devise and implement an approach to job cluster exploration.

Process Goal VII - Objectives

1. Counselor from each new project school will participate in the planning and implementation of the in-service program for that school.

Process Goal VIII - Objectives

1. Involvement of learning disability class in Career Education in at least one school.

2. Involvement of at least two schools for the handicapped in career-related activities.

3. Involvement of Special Education classes from at least six schools in career education.

4. Involvement of the gifted student from at least one high school.

II. Procedures

I am assigned to the Area IV Office. I report to the Assistant Area Director. The Coordinators also report to the Assistant

Area Director. A request for assistance from a particular school comes directly from the principal to the Assistant Area Director with a copy going to the Coordinator. The Assistant Area Director then directs me to provide the requested services with copies of the directive going to the Coordinator and the Principal. Once this procedure is initiated and I have been involved in career-related activities at a particular school, follow-up activities are done by my informing the Assistant Area Director's Office of the time and nature of the activity. These follow-up activities are usually initiated by request from the principal, coordinator or teachers directly to me; or by my suggestion.

III. Results and Accomplishments

A. During the school year 1974-1975, the basic overview of Career Education was given at twenty different schools in Area IV. The entire staffs of these schools were present at these overviews. They were introduced to the concepts of career education and to career objectives and were given a preview of materials for possible use in the implementation of career education in their schools.

In depth in-service training was conducted at twelve schools in Area IV. Each teacher had the opportunity to develop a unit outline which infuses career objectives into existing curriculum and to examine career education materials that could be useful in implementing their units. During the course of this training, activities were also suggested to the teachers that would help them. There were approximately one-hundred eighty-five total participants in these twelve in-service training sessions.

In addition, an in-service workshop on career infusion was conducted for a select group of social studies teachers in Area IV to develop activities for social study cells and career education objectives that had been identified. These social studies teachers were from the elementary, junior high and senior high levels.

Assisted the media personnel at ten schools to set up mini-resource centers. Existing career education related materials already in the library (books, pamphlets, film and all other media material) were assembled in one area. Also, additional materials as needed were purchased. Usually learning stations were set up in the mini-resource center and students were introduced to it. One school set up an entire room with career education materials for use by students and teachers.

A fully equipped central resource center was established at the Area IV Office for use of teachers in the area. These materials are disseminated to all the schools by request on a loan basis.

B. Functional technology centers were established at three schools. At least one teacher in each of the schools is able to train staff and students in the use of the tools, materials and equipment available at the centers.

C. Typewriters were utilized in one elementary school to assist the student in language arts. Automatic film loops are being used to teach typing skills. Students use the typewriter for spelling words, and doing creative stories.

D. During the past year the sewing machine was used as an integral part of classroom instructions. In Special Education they were used to help in math and reading concepts in two schools. At another school the sewing machine was used in art and social studies.

E. In two schools a majority of elementary teachers participated in half-day in-service meetings emphasizing the techniques of the career decision-making process. These workshops were conducted by a career education resource counselor. In addition, students at one school participated in the career decision-making process by taking over for one half-day, the entire staff work of the school. They planned lessons, conducted fire drills, instructed, did custodial jobs, etc. The jobs were put in clusters and the students applied for them in relationship to their interests. At five other schools student participate in the career decision-making process.

F. Of the schools that were involved in career education and who had counselors, some participanted in the planning and implementation of the in-service programs for their schools. A few helped arrange for speakers and conducted intere-t surveys using various career education materials. One counselor is doing planning for a career center for the coming school year in her school.

G. There was involvement of a learning disabilities class from one school in career education. The human relation kit was used to help the students to develop better understanding of self and to help them develop better relationship with others. They were also involved in job explorations.

A field trip and special job related training were arranged for one school for the handicapped where the student got training on the proper maintenance of hotel rooms by the

the Inn-keeper and staff of the Holiday Inn. As a result one young lady was hired on a trial basis. Further, an outlet was secured for display and marketing of ceramics produced by the students of that school.

As an outgrowth of career related activities, a field trip was arranged for another school for the handicapped which resulted in a in-depth tour of the food service facilities at the Naval Academy. Extensive activities in job explorations were engaged in at this school.

Special Education classes from six schools in Area IV were involved in varied activities in Career Education. For the most part the activities centered around the self areas and job explorations.

An apprentice program is being designed for gifted seniors that will allow them to actually work with a professional person of their interest during the school year for at least two hours a day, four days a week without pay. This will allow the students to make better decisions relative to careers or majors in college.

H. In addition to the eight areas that are activities related to specific objectives set up for the year, there were other accomplishments during the year. The most notable was with the PRIDE program. Assistance was provided in many aspects of this program including the acquisition of funds, provision of materials, identification of career objectives, etc. This program is an attempt to re-motivate seniors who are reading two to three grade levels below the norm by involving them with the teaching of elementary children. Emphasis is on self-concept, exploration of careers in working with young children and bringing up their own reading levels.

Further, there was also involvment in off-the-job outreach in the community. One such involvement was a weekend participation with the LINKS where high school girls were presented material on the changing role of women in careers, instructed on filling out job applications, job ethics, values, etc.

IV. Conclusion

We were slightly over ambitious in our goals and objectives for the year. Yet we feel that we more than met them. Career Education was introduced in all but five of the twenty-seven schools in Area IV. There is much evidence of an increased interest in and understanding of the importance of career education by school administrators and teachers. With sufficient follow through it appears that career education can be internalized as part of the educational process in the area. But with the limited staff in career education, the increase of interest and activities creates problems in terms of feedback maintenance and follow-up activities.

INTERIM REPORT - GUIDANCE COMPONENT
July 1, 1974 - June 30, 1975

Submitted by:
Nannell Grube
Counselor assigned
to Career Education

I. Goals and Objectives

The original goals of the Guidance component of Anne Arundel County's Career Education program was to "... make the expertise of counselors available to teachers and ultimately to more students". To implement this goal, a "Model for Counselor - Teacher Interaction" (copy attached) which could be implemented in any appropriately staffed school, was developed in the 1973-74 school year. In order to field test that model in depth, in a realistic, workable manner, I was assigned to Area III of Anne Arundel County in July of 1974.

The following specific objectives for the Career Education Guidance Program in Area III were defined:

1. To assist schools in implementing the model for counselor-teacher interaction.
2. To establish the role of the counselor assigned to career education as a resource person.
3. To assist school counselors in developing strategies for working directly with teachers concerning program and curriculum both individually and in small groups.
4. To provide professional growth sessions, when appropriate to career education, for school staff.
5. To develop a repertoire of career guidance resources including commercial and any other available materials.
6. To integrate career guidance activities into other appropriate subject areas.

II. Procedures

Area III is located in the western part of Anne Arundel County and includes the communities of Maryland City, Fort Meade, Severn, Odenton, Gambrills, Millersville, Crofton, and Crownsville. There are 23 schools in the area with a total student population of 17, 600. Six of these schools, serving 9,200 students, are involved in the implementation of the counselor-teacher model. They are: Arundel Senior High #1 and #2 (double sessions), Arundel Junior High #1 and #2 (double sessions), MacArthur Junior High, Harman Elementary, Maryland City Elementary and Van Bokkelen Elementary. These six schools are staffed with 19 counselors.

The Area III Office staff consits of an area director, an assistant area director, three coordinators of instruction, ten pupil services personnel, fifteen resource teachers in all subject areas, and two media technicians. All of the area office staff have demonstrated support and enthusiasm for the Career Education Guidance Program. Specifically, the working relationships developed among the Social Studies and Career Education Resource Teachers have been most productive in working with teachers and students. Also the Area Coordinators of Instruction have been instrumental in gaining and maintaining administrative support. Throughout the year, meetings have been held regularly with the Assistant Area Director and the Central Office - based Coordinators of Guidance and Career Education. These meetings have been extremely helpful in designing strategies and procedures for implementing the model.

Preliminary ground-work for implementation of the model was begun with the 19 counselors in the six target schools in a local workshop held for counselors in August of 1974. Following the workshop, contact was made with the administrators of the six target schools by the Area III Coordinators of Instruction to set up the Step 1 preliminary meetings. The Step 1 meetings were held in all six target schools with all personnel as listed in the Model in September and October. The Step 2 meetings (preliminary planning with school counselors) were conducted in October, November, and December. (See attached chronological chart).

Following these planning meetings, implementation of the next stages of the model varied considerably. Involvement depended on the amount of commitment of the school administrators, the experience, capability and willingness of the 19 counselors to carry out the implementation, and the degree to which teachers were infusing Career Education into their classes and needed help. It was discerned that counselors were more confident and more willing to become involved with other staff members and students in career guidance when they had structured programs and materials with which to work. Therefore, much of my effort was concentrated in familiarizing counselors with group techniques such as the "Career Guidance Through Groups" (developed by the Cocational Guidance Service in Houston, Texas), the Decision Making Program (produced by the College Entrance Examination Board), values clarification procedures, communications and human relations skills, needs assessments, and in introducing other commerical materials when appropriate.

In preparation for fulfilling the above needs, I received leadership training in the Decision Making Program given by CEEB, worked with Ms. Carol Ramirez of the Houston

Vocational Guidance Service, and attended workshops at the local, state, and national levels when appropriate. I also consulted with many local and national counselor and teacher educators, various sales persons, and other knowledgeable people in the Office of Career Education in Washington, the Maryland State Department of Education, and in the Anne Arundel County School System.

Evaluation of the Career Education Guidance Program was determined by both formal and informal means. Informal conferences were held during the school year with the school administrators, counselors, teachers, appropriate memebers of the Area III Office Staff, and the Coordinators of Guidance and Career Education from the Central Office. Adjustments and revisions to the program were made when necessary and appropriate. Several segments of the formal evaluation directed by the third-party evaluator, IBEX Inc., concerned the guidance program. Results of that evaluation are contained elsewhere in this report. A formal evaluation was in January, 1975, and results of that report have been submitted. An assessment of the Career Education Guidance Program was developed and sent to the counselors in Area III at the end of this school year. (Career Education Resource Counselor Survey - copy attached). The results of that survey are discussed in the following sections of this guidance report.

III. Results and Accomplishments

The first steps in the implementations of the Counselors-Teacher Interaction Model, Steps 1 and 2, meetings with administrators and counselors, were scheduled and conducted successfully in all of the six target schools. The content of these meetings followed the outline sugpersonnel involved according to the needs and priorities which had been established in the individual schools. Step 3 meetings (student and/or parent involvement were not held in any of the schools since implementation was concentrated on fusing the existing guidance programs with the individual schools' needs in Career Education.

Formal Step 4 meetings (Department Chairpersons) were held at Arundel Senior and MacArthur Junior High Schools. These initial meetings resulted in continuing formal and informal associations with the department chairpersons. Arundel Junior High has held a department chairpersons meeting the previous school year, and another meeting was not appropriate. Step 4 does not apply to elementary schools where there are no department chairpersons.

Steps 5, 6, and 7 meetings (counselors meeting with teachers and interaction in classrooms: the most important component of the model) were held both formally and informally to varying degrees in five of the six target schools. It is unfortunate that comprehensive assessment of these important steps is so extremely difficult, and that there are no completely valid methods of measuring exactly how much students have benefited from counselor-teacher interaction, or how much teachers have benefited directly or indirectly from those associations.

At Harman Elementary, MacArthur Junior, and Arundel Senior High Schools there was a measurably high amount of involvement. At Harman, the counselor became involved with teachers and students in all grades in all phases of the county's Career Education program. Hence, the Model was implemented fully and completely in this school.

Two of MacArthur Junior High's five counselors were designated as Career Education contact counselors for their staffs and they served as resource personnel to the teachers. However, during the school year, all of the counselors became involved to some degree with Career Education materials, speakers, interest surveys, and other services as requested by individual teachers.

In Arundel Senior High, two of the seven counselors were designated as Career Education contact counselors in the fall. By the close of school in June, all of the counselors had become resources and consultants to teachers in various phases of Career Education implementation. Four counselors were highly involved in the Decision Making Program (CEEB), the Career Group Guidance Program (Texas) and several other commercial and "home made" programs affecting at least 300 students. (This is a known number; there were undoubtedly many other students involved.) The Social Studies department will implement the Texas Career Group Guidance Program with the entire student body of 3000 in the 1975-76 school year. Twenty-one teachers, six counselors, and one social studies resource teacher are already trained as facilitators in this program, and the remainder will be trained in the fall.

The counselors at Arundel Junior High and Maryland City Elementary Schools were involved with teachers and students in Career Education activities on a more informal basis as priorities permitted. At Arundel Junior High, counselors and teachers from the Social Studies and English departments received training, and implemented CEEB's Decision Making Program. The counselors there gave support to individual teachers as requested. At Maryland City, the counselor served as the leader of a Career Education committee and offered assistance to the teachers informally as needed.

There are Career Education programs and activities at Van Bokkelen Elementary School; however, the counselor there has been committed to other programs with higher priority due to the school's special population.

The above results of the Career Education Guidance program in Area III this year were based on meetings and discussions with the school and area office personnel held through out the school year, and on the Survey (copy attached) sent to the counselors in June, 1975. According to information received in the Survey, over 150 follow-up contacts, both in person and by telephone, were made between the school counselors in Area III and me. As a result of the contacts with the Career Education Counselor (Item #3), 33% conducted or co-led faculty in-service meetings, 80% served as resources to teachers in Career Education activities, 55% worked with students in the classroom in Career Education activities, 44% worked with teachers in the classroom in Career Education activities, 55% were consulted by their administrators for Career Education purposes, and 60% conducted seven or more Career Education - related small group sessions with students.

In addition to the services provided for implementation of the Model, I have served as a consultant to personnel in other areas of the county and other parts of the state. There have been many consultations with the Career Education Resource teachers in the other three areas of Anne Arundel County. I have been involved in planning Career Education activities for the Teacher-Advisor Program in the county's middle school program, and worked with individual teachers in all four areas when possible. I have conducted or co-led with other counselors twenty workshops with 450 teachers, counselors, and administrators in values clarification, decision making, and group guidance programs. (Sample agendas attached). I have also been working on a Maryland State Department Committee to develop a Career Guidance Model. Copies of this document will be released in August.

IV. Conclusions and Recommendations

Clearly counselors in Area III are involved with teachers, administrators, and students in Career Education Guidance programs. Involvement is not 100%; but total involvement implies changes in the role of the school counselor, sometimes dramatic and insightful changes. These kinds of changes are seldom quick, easy processes, and they cannot always occur in a ten month time span. It is impossible to say with statistical certainty that there have been changes in the roles of counselors in Area III this year, especially since a pretest Survey was not administered. However, I can state with confidence that changes have occurred, as evidenced from working in schools with and among the staffs. If these beginnings of change are to continue and be lasting rather than "one-shot" or superficial, then mutual trust, support, commitment, and understanding between counselors and administrators are absolutely essential. Counselors to varying degrees will need to update their techniques and skills, and to increase their resources. Area III counselors appear to be willing to do this, and I hope to be able to work through the continuing stages of change with them in the future.

Based on the information presented in this report, the Model for Counselor-Teacher Interaction has undoubtedly brought some of the expertise of counselors to teachers and ultimately to more students: its orginal goal. Step 1 of the Model has been effective in making counselors and administrators aware of the needs for change, and in helping to clarify role expectations. Step 2 meetings have been a series of on-going consultations between the school counselors and me rather than one formal meeting. These conferences have been very effective exchanges of ideas and materials for planning and implementing Career Guidance programs.

Step 3, involvement of students and parents, has not been implemented this year to a high degree. Step 3 requires involvement of students and parents in the planning stages. However, since this model requires a change in the role of the counselor, it seems advisable that counselors become more familiar with all aspects of the program before involving students and parents to a greater extent. Students and parents have, of course, been involved in career guidance in other stages and capacities, such as acting as resource persons. It is possible that Step 3 can be implemented next year at Harman Elementary, and in the other schools the following year.

Steps 4, 5, 6 and 7 of the Model, those involving actual contact, planning, and implementation of career guidance programs with teachers and students, have taken place in various forms as applicable to the needs of the individual schools. Regardless of the methods or strategies used to get there, the end result: the interaction of teachers and students in the classroom using career education programs with the school counselors as resource persons, has been accomplished in numerous instances. In reality, some of this contact was occurring before this school year, and the Career Education Guidance program became the catalyst for increasing those activities.

At this point in the Career Education Guidance program, the Model itself does not need to be revised. It can be used as is with modifications to suit the particular circumstances in the individual schools. It must be remembered that the Model presupposes that the schools are knowledgeable in and have begun implementation of the County Career Education program, and that school administrators support the program. If this stage has not been set in the schools, then counselors will

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need to take a different approach to implementing Career Education activities with teachers as well as students. The Career Education counselor would assist them in developing this program and continue resource support as needed. A list of "Suggested Counselor Activities..." (copy attached) has been developed to stimulate counselors' preparations for a career guidance program.

The role of the counselor assigned to Career Education should remain as it has been with school counselors in Area III this year; catalyst, stimulator, demonstrator of materials with students and staff, trainer in new skills and concepts, facilitator in groups, and general resource in any other ways required by the needs of the counselors. According to the results of the Survey sent to counselors in Area III (copy attached - Item #5), building community resource lists, developing career centers, and obtaining Career Education materials were given highest priorities on the list of services needed. Other services requested were conducting in-service programs, planning career guidance programs, and conducting needs assessments. Training in classroom career guidance activities, in social communication skills, and in developing self concept were also requested by a majority of the counselors responding. Fulfilling these requests will be incorporated into the role of the Career Education Counselor, as well as attending to the other specific commitments to continuing and expanding the Career Education Guidance program in Area III in the 1975-76 school year. At Arundel Senior High, the Texas Career Group Guidance program will be extended to include the entire student body. Other Career Education programs involving counselors are expected to be implemented there. As the organizational pattern of junior high schools changes to middle schools in Anne Arundel County, counselors will become involved more intensely in the coordination of activities and training for the Teacher-Advisor Program, which is part of the middle school concept. Both MacArthur and Arundel Junior High Schools will be involved in the changes initiated by this concept. The opening of a new 4800 - student capacity school complex in Area III in September, 1975 will greatly increase counseling commitments. The normal transfers and adjustments in counseling personnel will require orientation and training. Also, for Area III, the possibility of offering a program of specific Career Education Guidance services to elementary schools without counselors is under consideration.

In the comprehensive plan for the counselor assigned to Career Education, these commitments to Area III could be maintained, and with careful planning, simultaneous implementation of the Model for Counselor-Teacher Interaction could be started in Area IV. Area IV includes Annapolis and the Southern part of Anne Arundel County.

There are two senior high schools, three junior high schools, and seven elementary schools with a total of 25 counselors. A commitment from the administrators and counselors in Area IV must be obtained before attempting to initiate implementation. Following this commitment, there would be an in-service meeting with the counselors to familiarize them with the model and with available Career Education resources. Hopefully, these preliminary steps would be scheduled in September, 1975, and actual implementation of Steps 1 and 2 could be begun in October and completed by December, 1975.

Much careful thought and deliberation has been given to the possibilities of beginning implementation of the Model in Area II in February of 1976 following the implementation in Area IV. However, I am sincerely deliberating whether one person can manage a second implementation with the care and commitment and time and energy that an in-depth task requires. Also, as I have discovered in Area III, the Career Guidance program tends to grow and mushroom. Area II is a "ripe" area, as in Area IV, in that some of the counselors there have already requested services from the resource counselor, and some have begun career guidance programs. Obviously the ideal situation would be to place a Career Education Counselor in each Area. However, the financial resources of the County are not such that it is possible in the next school year. In spite of the limitations of implementing in two new areas, plus maintaining programs in Area III, but because of the evidenced interest and implied commitment of a significant number of the counselors in Area II and IV, I am giveing very careful consideration to implementing the model in both areas in the time frame outlined above next year. The final decision will be jointly made at a later day by all concerned personnel.

Report of Implementation of Proposal for Career Education
Placement and Follow-up of Exiting Students
1974-1975

Submitted by:

Leonard Bates
Annapolis Sr.

A model for Placement and Follow-Up of all exiting students completed its first full year of implementation at Annapolis Senior High School.

The responsibilities and procedures for Placement and Follow-Up of all exiting students are:

1. Guidance counselors will continue to be responsible for placement of students in further education as they have been doing.

2. This proposal addresses itself to exiting students. It does not change any present procedures of assisting current students to obtain part time jobs.

3. The placement of cooperative work experience students and Vocational-Technical students will remain the responsibility of teacher-coordinators of work experience and Vocational-Technical teacher-coordinators.

4. The remaining exiting students comprise those who leave school before graduation plus those who are neither in vocational cooperative work experience programs nor applying for further education.

5. It is proposed that a model for Placement and Follow-Up of all exiting students be implemented at Annapolis Senior High School and shall be referred to as Placement Services.

6. This is to be added service to students who need placement and is not intended to be an assumption of responsibilities away from guidance counselors nor vocational teacher-coordinators of cooperatives programs. Cooperation with guidance and vocational programs will be a priority.

7. A Placement Specialist who is assigned to Career Education assumes responsibility for placing the remaining students. Clerical assistance will be furnished by Annapolis Senior High School, possibly by sharing the services of an aide in the guidance department. Office space and assistance will be assigned by Principal of Annapolis Senior High School.

8. It will be the responsibility of this Placement Services to maintain close contacts with prospective employers by communicating with them and calling on them at their places of business so that students will be placed where they will benefit most and contribute most in employment. It is to be understood by employers and students and school system tht this is a placement service for exiting students and not a coordinated on-the-job training program. The large number of possible students (over 1/3 of graduating class plus those leaving school before graduation), plus the lack of participation in cooperative training program by these students, limits the amount one can do for each individual.

9. Follow-Up will not include coordination of training but will be limited to data gathering of activity of former students, and use of information for placement and the needs of our school system, students and employers.

OBJECTIVES

The objectives of the proposed project are:

1. To promote the placement of all exiting students in either:
    a. a job
    b. post-secondary occupational program or
    c. a baccalaureate program

2. To increase the employment of young people.

3. To test the model of Placement and Follow-Up at Annapolis High School and determine whether to recommend or reject continuance of the program and the adding of Placement and Follow-up service to other senior high schools in the county.

4. To develop and maintain contacts with business and community which are essential to an on-going Placement and Follow-Up program.

5. To communicate information concerning career opportunities to students.

6. To assist each student in developing and practicing career decision making skills.

7. To act as liaison between career education and coordinator of guidance.

8. To promote the articulation of present efforts between Anne Arundel Community College and Public Schools as well as to establish new approaches to career education.

9. To provide students with career information.

10. To bring exiting students as job applicants and employers together for their mutual benefit.

11. To cooperate with the assist guidance personnel in helping exiting students with choices for further education to obtain placement.

12. To cooperate with teacher-coordinators of cooperative work experience programs in placement of exiting students.

PROCESS

Samples of letter and forms used in working the model are attached.

The school's usual means of communicating information to the faculty and students are employed.

Placement services to be added to the check out list for students leaving school before graduation.

Data on students and their desires for work are kept on visible card file system which are partly completed by student and finished by placement office. Applicants have a screening interview by placement at which time further information such as job preference is recorded.

Students may request an appointment with placement and be given a pass for permission by the teacher for the appointed time for interview.

Lunch hour is "open door" first come first served for student.

Office space is shared.

A career information center has been placed in the guidance department. Information on careers is located here for the use of students and faculty. Free materials such as pamphlets from companies and industry and professional associations plus other information on careers is accessible for student to read in the information center. Department of Labor information is available. A microfilm reader is used by students to read job bank orders from the Maryland State Employment Office.

A Kodak Carousel with self timer and 20" x 20" rear view screen is in the career information center giving the following information on slides:

A. General Information about job application

1. How to locate a job
2. How to apply for a job
3. How to fill out an application blank
4. What to do during a job interview
5. Human relations on the job

B. Vocational courses offered in school

The use of Placement Services by the student is entirely voluntary. The service is provided for as many students as ask for it, and in the amount they want, within the means of Placement Services.

The need for and benefit from Placement Services is evident. The need will increase if unemployment rises and a business slump occurs, then youth will have even more difficulty obtaining employment. The difficulty and successes of actually placing students depend on a number of factors including:

1. How well the model is developed and implemented
2. Cooperative efforts of all concerned
3. Support from school administration
4. Acceptance and support of business
5. Other influences such as economic conditions

DEVIATION FROM ORIGINAL PLANS

Many high school students have not had the benefits of understanding self and decision making. It has been necessary to work in this area with students.

Scheduling of visits by prospective employers and Civil Service exams has been assumed by Placement Services.

Assistance in obtaining summer jobs has been given where time allows.

More time than anticipated has been used in career counseling.

ACCOMPLISHMENTS TO DATE

The following objectives have been accomplished for the 1974-75 school year and are also objectives for 1975-76.

1. Continue Placement and Follow-Up of exiting students as a pilot project at Annapolis Senior High School. This project has not yet completed a full year at Annapolis Senior High School but is making steady progress.

   Methods: 1.1 Maintain a data system of student applicants and employers.

1.2 Have contacts within the school and visits to the employers.

1.3 Develop an effective process of career counseling, student career decision-making, placement and follow-up.

2. To promote the placement of all exiting students in either (a) a job, or (b) further education.

Methods: 2.1 Cooperate with counselors in placing students in further education.

2.2 Encourage counselors to participate in job placement of those students seeking jobs.

2.3 Cooperate with teacher-coordinators of cooperative work experience programs in placement of their exiting students.

3. To increase the employment of young people.

Methods: 3.1 Sell the advantages of hiring the young workers, on an individual basis, their abailability, aptitudes, abilities, ambitions and other qualities.

3.2 Maintain data for placement services.

4. To develop and maintain contacts with business and community which are essential to an on-going Placement and Follow-Up program.

Methods: 4.1 Continue visits and working relationship with Chamber of Commerce, employers, service clubs, government and civic groups, and state employment security office.

5. To gater and communicate information concerning career opportunities to students.

Methods: 5.1 Announcements by public address system to students.

5.2 Use guidance newsletter.

5.3 Through teachers.

5.4 Bulletin boards.

5.5 School papers.

5.6 Visit by placement specialist to calssrooms.

5.7 Job bank infromation

6. To assist each student in developing and particing career decision-making skills.

Methods: 6.1 Career counseling.

6.2 Provide teachers with materials on careers which use their subjects.

6.3 Provide students with steps of decision making or problem solving. See enclosure.

7. To act as liaison between career education and coordinator of guidance.

Methods: 7.1 Keep coordinator of guidance informed of benefits of project and any possibilities of expansion or request for permission for application of methods.

8. To provide students with career information.

Methods: 8.1 Provide mini-resource center of career information in guidance. The following information is provided:

a. Dictionary of Occupational Titles
b. Occupational Oulook Handbook
c. Files of careers and job descriptions
d. Other books on business and industrial forecasts
e. Pamphlets from industry, government and armed forces
f. College and other school information
g. Union and professional association material
h. Rear view screen, tapes and slides of careers and jobs
i. Give away material obtained free from from government, armed forces and organizations
j. State employment security information on job bank

9. To bring exiting students as job applicants and employers together for their mutual benefit.

Methods: 9.1 Keep data system of cooperating employers and students who voluntarily register for assistance.

9.2 Encourage students to register.

9.3 Try to find applicants which certain skills which employer specifies.

9.4 Try to find employment of type student prefers.

9.5 Bring the two together for job application and interviews.

9.6 Seek out many sources of information of job openings, including Maryland State Employment Security Office, visits to employers, and phone calls to friends, teachers, former students placed, ads for help wanted in newspapers and radio, armed forces recruiters.

9.7 Give job application instruction and encourage students to apply on their own for jobs. See enclosure on job interview.

10. To cooperate with the assist guidance personnel in helping exiting students with choices for education or to choose and obtain employment.

Methods: 10.1 In career counseling, encourage students to consult their guidance counselors concerning information on college, other further education, and careers information.

10.2 Obtain career information and share it with guidance counselors.

10.3 Work as a team with counselors and be useful.

11. To cooperate with teacher-coordinators of cooperative work experience programs in placement of exiting students.

Methods: 11.1 Keep teacher-coordinators informed of job openings requiring their students' skills.

11.2 Try to place former students of cooperative work experience programs who come back to placement services for assistance.

ACTIVITIES

1. Placement Services placed seventy two exiting students in full time jobs in school year 1974-75. Some students out of school one to three years asked for help and were placed. No accurate record can be kept on how many students placed

themselves with the help of advice in job application.

2. Assisted Employment Security Office in identifying and recommending students for thirty four summer jobs at Naval Ship Research and Development Center.

3. Arranged for Civil Service exam to be given at Annapolis High School. Arranged for visits by recruiters from CIA and U.S. State Department o speak to job applicants.

4. Arranged for and moderated program for Career Night at Parent-Teacher-Student Organization night.

5. Served on committee planning Summer Industry Visitation Workshop.

6. Serviced on Chamber of Commerce Jobs - Educational-Training Committee.

7. Participated as speaker and counselor at "Getting a Summer Job" day at Anne Arundel Community College. The program was organized by Anne Arundel County Recreation Department.

Three guides to help you list your job preferences.

Think of a type of work you would:

1. Enjoy doing over a long period of time

2. Pay you enough to satisfy your needs and ressonable desires.

3. Be the right person for the job. Example: Willing to do what the job demands. Capable of starting on an entry level and to progress with experience. Right attitude and aptitude.

ELEMENTARY SCHOOL TYPING PROGRAM

Submitted by:

Maxine Kirkley
Severn River Jr.

Area I

In this area, we had one new school that began the typing program this past year and one school renewed the program after dropping it.

Belle Grove Elementary

Fifth grade students participated in the typing program this year after the school had dropped the program for two years. They also sent two teachers to the workshop last fall. They did have a separate room for typing this past year which was an improvement over using the stage. Also presented some problems since they shared the room with the music classes and equipment had to be moved each time for classes.

George Cromwell Elementary

George Cromwell did not participate this past year after having the program for two years. Career Education provided the school with tables, chairs and typewriters in 1972. There were some internal problems that resulted in the program not getting underway.

Glen Burnie Park

Has been a very active participant since the program began in their school in 1973. One teacher taught all the classes and she did attend the workshop. Two other teachers from this school also attended the workshop and they can be called on to give assistance when needed. This school is very flexible in their scheduling. While the teacher had one group in typing, the other teachers had the rest of the students in Language Arts activities. It seemed to work very well for them.

We have had some problems in getting started at Glendale Elementary. We couldn't get tables for them when we needed them. When we were able to get tables, they were not satisfactory. These tables have been sent to other schools that can use them. A teacher from Glendale did attend the workshop last fall and I feel she will be very good to teach the typing at the school when ???.

Park Elementary

Park has been a very enthusiastic supporter of the typing program since we began it in 1971. They have had two teachers attend the workshop but they have moved to other schools after teaching typing one year. The teacher who taught it this past year did not attend the workshop. Park Elementary is also planning to move the typing to another room where they will have more space and are planning to buy more typewriters which will help in scheduling classes.

Point Pleasant Elementary

Point Pleasant is one of the larger elementary schools in this area. They have had at least five classes each year and one year had six. The point that disturbs me is that not one teacher from this school has ever attended the workshop. Two teachers know nothing about typing. They take the students to the typing room, turn the projector on and then sit down. These students have acquired incorrect typing habits and if some of them take typing in high school, they will never make it.

Richard Henry Lee Elementary

Richard Henry Lee has been very inflexible in their scheduling which has caused some problems when we schedule the typing film loops. I do not feel that the students get enough time on the typewriters. It is set up on a club-like basis. The new administrator coming in is an enthusiastic supporter of the typing program and there may be some changes in the next couple of years. There was one teacher from this school who attended the workshop last fall and helped with the classes.

Rippling Woods Elementary

Rippling Woods was new school this last year therefore, a new school for the typing program. The administration is behind the typing program all the way. In fact, they had typing classes for both fifth and sixth grade students. They wanted the sixth grade to have the opportunity to take before going to junior high school. One teacher who transferred from another school had attended the typing workshop two years ago. There were two or more teachers teaching the calsses who had not attended.

Woodside Elementary

Woodside does not offer typing to all fifth grade students. The students have to have parental consent to take the class. They have 18 typewriters which limits the number of students taking it at any one time. Both teachers working with the program attended the workshop two years ago.

This area increased in the number of students participating from 200 in 1971-72 to 743 in 1974-75. The number of schools from two to eight.

Area II

Elementary schools in this area have not participated in the typing program.

Typewriting was implemented at the new Severn River Junior High this past year. Six one-semester classes with a total of 146 ninth grade students participating. This was the first junior high school in the county to offer typing.

Typing was implemented primarily to interest students who were potential dropouts. To give these students some skill so if they did dropout at a later date, they would still have a "selling point" when they would seek employment. Many employers consider typing one skill that employees should have.

The typing class also served as an exploratory course for those students who were uncertain whether to take the business course in high school. The majority of these students will never take typing again but they have enough skill to type papers for reports, themes, personal letters, etc. Some of them have enough skill that they could get a part-time job while attending college.

The first semester students did not have as much time on the typewriters as the second semester students. The typewriters did not arrive until October.

Speed was not stressed although the students did take one and three minute time writings. Their grades did not depend on speed. Accuracy in typing was stressed as well as proofreading their papers.

Even though speed was not stressed as it is in high school typing classes, the following figures indicate that many of them did reach a fairly high rate for a one semester course:

First Semester

Below 20	20-24	25-29	30-34	35-39	40-over
19	20	16	9	5	2

Second Semester

Below 20	20-24	25-29	30-34	35-39	40-over
5	23	19	14	6	1

There was a few students who did not have a score listed because they made too many errors. Al least 50% of those listed typed without errors on the one-minute writings, 29% with one error, 21% with two errors.

Many of those who typed below 20 words per minute were very accurate typists. Several of these students would be able to do only a straight copy, repetitious, clerical typing jobs but there are many jobs requiring that kind of typing.

This coming year Severn River Junior High will have ten semester courses in typing with approximately 300 students participating.

Area III

Brock Bridge Elementary

Brock Bridge has the typewriters but we have been unable to get the tables for them. (See end of report about tables.) No one attended the typing workshop from this school.

Crofton Woods Elementary

Crofton Woods has tyewriters and tables and should have been able to begin the typing but did not. Three or four meetings were held with the fifth grade teachers and the vice-principal but the classes did get started. Perhaps next year if I can teach the first two or three lessons, the teacher would be able to follow through with the rest of the lessons. No one from this school has attended the workshop.

Manor View Elementary

Manor View had two teachers attend the typing workshop last fall. This was the first year for typing in this school and they were not able to spend as much time as they would have liked with the classes. But, they were able to take all the 165 fifth grade students through the basics. They plan to work with these same students at the beginning of next year before taking the fifth grade students through the course.

Maryland City Elementary

Maryland City began their typing class in late spring. The teacher, who attended the workshop last fall, and the principal decided to go with a small group for this first year. The group was a slow reading class of 17 students. The class repeated several lessons because they were not always able to keep in time with the film loops. When on a second or third try, the students were able to do it there was a great feeling of achievement. The class did complete all of the film loops before the end of school. Plan to involve more students next year.

Millersville Elementary

Millersville had a teacher in the typing workshop in 1973 but she has not been available to teach typing. The first three lessons were taught by me this past year and than a first year teacher took over and taught the rest of the lessons. The administrator is a very strong supporter of the typing program and she hopes to have a room in the main building for the typing this coming year. If this can be done, the typewriters would be available for the students to use at all times.

Odenton Elementary

Odenton had all the equipment necessary to begin the typing program but before the classes began, they had some problems with vandalism and were not able to get a program started. There has been no one from this school attend the workshop.

Severn Elementary

Severn has strong support form the administrator for the typing program. The teacher has not attended the workshop but she does know quite a lot about typing and has worked very hard with the group. The school seems to be very flexible in the scheduling of these classes.

This area has increased in the number of students in the program from 125 in 1973-74 to 348 this past year. The number of schools from one to four. Jessup Elementary has planed to begin next year and is also sending one teacher to the workshop this coming fall.

Area IV

Central Avenue Elementary

Central was the only school in this area to begin a typing program this past year. The program was not started until late in the school year. The teacher worked with a small group because of the time element. The administrator wants to get started earlier next year so more students can be involved.

The typewriters at Central were in a small area off to one side of the stage which was not a desirable situation. Whenever the stage was being used, typing instruction had to be postponed. Administrator has plans to block off a small area for next year if she can get permission to do so.

Next year there will be two or three more schools in this area who plan to implement the typing program.

PROBLEMS

Our main problem now is getting desks for the schools who want the typing program. We use the old wood desks which are in the warehouse, but there are some minor changes that have to be made before we can use them as typing desks. For example: the shelf must be cut out, the legs are cut down to 21, 22, 23, 25 inches in height, and a plywood top is placed on top of the desks which extends over the right edge. Maintenance department does not have the facilities to do the work. Lincoln Center was doing them for us but they refuse to do anymore. If the schools can get some group to do the work on the tables, we can furnish the materials.

Another problem of great concern to me is to get these teachers to attend the workshop so that they will know what to look for when the students are typing and how to help them. The students should not develop bad habits now while learning to type.

RESULTS AND ACCOMPLISHMENTS

1. Four new project schools participated in the elementary language arts typing program. In addition, one school revewed the typing program after dropping it for a year.

2. In one area the number of students participating increased from 200 in 71-72 to 743 in 74-75. In another area the number increased from 125 to 348 in one year. A total of 1105 fifth grade students participated in the typing program during 74-75.

3. Typewriting was implemented at the Junior High School level for ninth grade students. Six one-semester classes for a total of 146 students participating.

4. A credit workshop was held for interested elementary personnel to acquaint them with the language arts typing program.

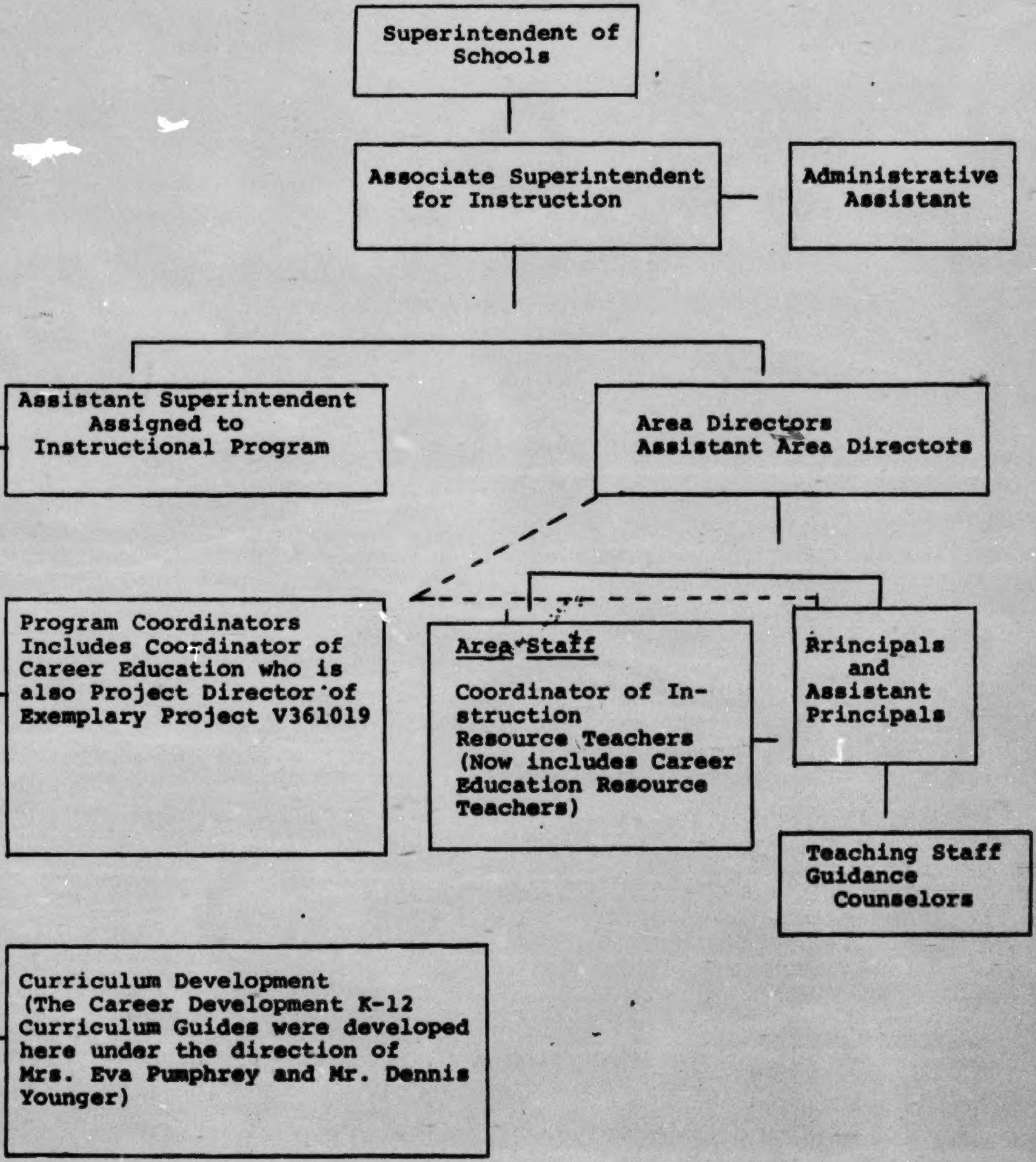
PROCESS GOAL III OBJECTIVES

1. At least three new elementary project schools will participate in the elementary language arts typing program. (5th grade)

2. At least ten one-semester classes of typing for ninth grade students with a minimum of 300 students participating.

3. A credit workshop will be conducted by a qualified person to train volunteer teachers in the use of the language arts typing program.

APPENDIX


Superintendent of Schools
Associate Superintendent for Instruction
Administrative Assistant
Assistant Superintendent Assigned to Instructional Program
Area Directors
Assistant Area Directors
Program Coordinators Includes Coordinator of Career Education who is also Project Director of Exemplary Project V361019
Area Staff
Coordinator of Instruction
Resource Teachers
(Now includes Career Education Resource Teachers)
Principals and Assistant Principals
Teaching Staff
Guidance Counselors
Curriculum Development (The Career Development K-12 Curriculum Guides were developed here under the direction of Mrs. Eva Pumphrey and Mr. Dennis Younger)

INFUSION OF CAREER EDUCATION WITH SOCIAL STUDIES

December 6, 1974

ANNE ARUNDEL COUNTY PUBLIC SCHOOLS
ANNAPOLIS, MARYLAND 21401

COMMITTEE

Mr. Robert Jarvis	Career Education
Mr. Gene Polm	Career Education
Mr. Robert S. Smith	Career Education
Mrs. Brenda Corcoran	Social Studies
Mr. Donald Kyle	Social Studies
Mr. Donald Zimmerman	Social Studies
Dr. William H. Shannon	Social Studies
Dr. Dennis G. Younger	Curriculum

The committee:

1) designed a model to show how the structures of the social studies and career education programs compare.

2) coded the behavioral objectives of the career program and placed them within the proper social studies concept cell at all four levels of the social studies framework. For the convenience of the teacher, this work is recorded for each grade at K-8. At level four (grades 9-12) the alignment of the two programs is provided on the social studies framework.

COMPARISON OF SOCIAL STUDIES AND CAREER EDUCATION STRUCTURES

Social Studies	Career Education
FRAMEWORK Paired Concepts (forty-five conceptual statements)	**FRAMEWORK** Concept Area (Career, Self, Society, Economics, Technology)
PERFORMANCE OBJECTIVES These objectives have been identified for the teacher in the printed curriculum guide.	**PERFORMANCE OBJECTIVES** The career curriculum is not written with performance level objectives.
OPERATIONAL OBJECTIVES These objectives are written by the classroom teacher or taken from sample units.	**BEHAVIORAL OBJECTIVES** The career curriculum guide identifies these objectives for the teacher. These objectives are included as operational objectives in the social studies unit.
ACTIVITIES Decided upon by each teacher to carry out the intent of the operational objective.	**ACTIVITIES** Decided upon by each teacher to carry out the intent of the career objective.

INFUSION OF CAREER OBJECTIVES WITH SOCIAL STUDIES CELLS

LEVEL I (K-2)

Career = C
Technology = T
Self = S
Economics = E
Society = Y

Grade where cell is taught

	A CHANGE		B INTERACTION		C STABILITY		D VALUING		E UTILIZATION	
1 POWER		K		1		2		2		2
2 CONFLICT	T-5	2	S-12	K		1		1	T-7	2
3 INTERDEPENDENCE		K	Y-1	1		1	Y-3 Y-4	1	C-7	2
4 MORALITY		K		2	S-5 S-11	1	S-8	2	Y-5	K
5 INDIVIDUAL DIFFERENCES	S-6 S-7	1	C-1	2	C-3	K	S-1 S-4	K	E-3	1
6 DECISION MAKING	S-10	2	S-9	2	E-4	2	S-2	2	C-4	K
7 TECHNOLOGY	T-4	2	T-6	2	E-1	2		2	C-10	1
8 INSTITUTION		2	C-2	1		K	Y-2	2	E-2	2
9 HABITAT	T-3	1	C-7	1	E-5	K	C-5	1		

INFUSION OF CAREER OBJECTIVES WITH SOCIAL STUDIES CELLS

KINDERGARTEN*

UNIT I:	LOOKING AT MYSELF AND OTHERS	
5C	INDIVIDUAL DIFFERENCES/STABILITY	The student will recognize and describe differences and similarities observed in other people.
	CAREER RELATED OBJECTIVE C-3	The student will compare and contrast the work and play in the school, home, and community.
9C	HABITAT/STABILITY	The student will describe the similarities in dealing with the environment which exist among people living in different environments.
	CAREER RELATED OBJECTIVE E-5	The student will identify and discuss different kinds of work which are related to various geographical areas.
5D	INDIVIDUAL DIFFERENCES/VALUING	The student will explain why he likes some things and dislikes others and note the individual differences of opinion within a group.
	CAREER RELATED OBJECTIVE S-1	The student will identify ways in which he is a distinct individual.
	CAREER RELATED OBJECTIVE S-4	The student will give examples of things he likes to do and things he does well.
UNIT II:	INTERACTING WITH MY FAMILY AND FRIENDS	
2B	CONFLICT/INTERACTION	The student will determine areas of disagreement through interaction with others.
	CAREER RELATED OBJECTIVE S-12	The student will demonstrate that his perception of people may differ from the perceptions of others.
4A	MORALITY/CHANGE	The student will identify where he gets ideas of acceptable behavior and tell whether people have caused him to change these ideas.

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* To replace pages three (3) and four (4) of Publication Number 2697/103, Printed January - 1975.

3A	**INTERDEPENDENCE/CHANGE**	The student will demonstrate how a change in the behavior of one person may affect the behavior of other people.
UNIT III:	**HOW RULES HELP US**	
1A	**POWER/CHANGE**	The student will explain how a specific group such as his family is organized in terms of power and compare this to the group's past organization.
8C	**INSTITUTIONS/STABILITY**	The student will determine how and why controls are set up by various institutions within his experience.
4E	**MORALITY/UTILIZATION**	The student will discuss the rules he observes concerning the use of resources.
	CAREER RELATED OBJECTIVE Y-5	The student will discuss rules which protect people who produce and use goods and services.
6E	**DECISION-MAKING/UTILIZATION**	The student will explain experiences in which he has had to decide how his resources were to be used.
	CAREER RELATED OBJECTIVE C-4	The student will recall the many various jobs that he has performed over a period of time.

INFUSION OF CAREER OBJECTIVES WITH SOCIAL STUDIES CELLS

FIRST GRADE

UNIT I:	WE ARE ALIKE, WE ARE DIFFERENT	
5A	INDIVIDUAL DIFFERENCES/CHANGE	The student will indicate changes that may occur in individual differences at various times.
	CAREER RELATED OBJECTIVE S-6	The student will demonstrate that he perceives things differently from other people.
	CAREER RELATED OBJECTIVE S-7	The student will demonstrate that he perceives things differently from time to time.
9A	HABITAT/CHANGE	The student will describe how he has adapted to natural and man-made changes in his environment.
	CAREER RELATED OBJECTIVE T-3	The student will identify and discuss the different ways people use tools and materials in the accomplishment of tasks and the production of products.
4C	MORALITY/STABILITY	The student will discuss the necessity for general unwritten guidelines related to behavior.
	CAREER RELATED OBJECTIVE S-5	The student will identify attitudes and behaviors which help him and others to perform a task.
	CAREER RELATED OBJECTIVE S-11	The student will identify and discuss the attitudes and behaviors which enable him to work and play cooperatively.
9D	HABITAT/VALUING	The student will name and explain why certain aspects of the environment are prized by people around him.
	CAREER RELATED OBJECTIVE C-5	The student will name and discuss hobbies and interests.
5E	INDIVIDUAL DIFFERENCES/UTILIZATION	The student will identify his needs as an individual and will compare the different ways in which he as an individual uses resources to meet his needs.

	CAREER RELATED OBJECTIVE E-3	The student will identify his basic economic needs a wants and discuss the ways these are provided
UNIT II:	COOPERATING WITH OUR NEIGHBORS	
3C	INTERDEPENDENCE/STABILITY	The student will discuss the benefits of having the sa people continually provide for his needs.
3D	INTERDEPENDENCE/VALUING	The student will consider selected situations and discuss his feelings about depending upon other peop
	CAREER RELATED OBJECTIVE Y-3	The student will identify those needs of society whic various individuals fulfill.
	CAREER RELATED OBJECTIVE Y-4	The student will identify benefits and rewards he re- ceives for his work and from the work of others.
7E	TECHNOLOGY/UTILIZATION	The student will identify some tools of technology a discuss the purpose for which these tools were ma
	CAREER RELATED OBJECTIVE C-10	The student will identify the skills, tools, and mate needed to perform a job.
9E	HABITAT/UTILIZATION	The student will select several examples of local re sources that he uses regularly and explain how thes resources provide for his basic needs.
3B	INTERDEPENDENCE/INTERACTION	The student will identify and explain the ways in wh interacting with other people helps him to meet his needs.
	CAREER RELATED OBJECTIVE Y-1	The student will identify people who are working to- gether toward a common goal and explain how the w of each person contributes to the achievement of tha goal.
3E	INTERDEPENDENCE/UTILIZATION	The student will recognize and describe how people depend on one another for goods and services.
	CAREER RELATED OBJECTIVE C-6	The student will identify, within his immediate wor several jobs that are related and can be grouped in job families.

	9B HABITAT/INTERACTION	The student will explain how specific individuals interact in attempting to control some part of the student's own environment.
	CAREER RELATED OBJECTIVE C-7	The student will identify and describe specific tasks within job families familiar to him.
UNIT III:	WINNERS, LOSERS, AND REFEREES	
	1B POWER/INTERACTION	The student will explain what factors or attributes might give one individual power over another.
	2C CONFLICT/STABILITY	The student will recall and discuss the feelings he has when involved in a conflict and explain how and why people often act to avoid conflict.
	2D CONFLICT/VALUING	The student will discuss approved ways in which conflicts involving himself or others can be settled.
	8B INSTITUTIONS/INTERACTION	The student will illustrate the interaction of institutional roles that various people play in a given situation.
	CAREER RELATED OBJECTIVE C-2	The student will identify the different kinds of work people do in the home, school, and community.

INFUSION OF CAREER OBJECTIVES WITH SOCIAL STUDIES CELLS

SECOND GRADE

UNIT I: VALUES IN A CHANGING WORLD

2A	CONFLICT/CHANGE	The student will identify some conflicts that have occurred as changes were made.
	CAREER RELATED OBJECTIVE T-5	The student will examine the implication for man's work and leisure time when confronted with specific examples of with-drawing technology from his life.
8A	INSTITUTIONS/CHANGE	The student will identify changes in a specific institution and explain how these changes affect the individuals involved.
8D	INSTITUTIONS/VALUING	The student will explain what values are transmitted by familiar institutions.
	CAREER RELATED OBJECTIVE Y-2	The student will identify and discuss how customs, traditions, and attitudes of society relate to work.
4D	MORALITY/VALUING	The student will identify some of his values that are also values held by his parents and others.
	CAREER RELATED OBJECTIVE S-8	The student will indicate things that he feels are important to him and others in his immediate world and discuss why he thinks these things are important.
4B	MORALITY/INTERACTION	The student will describe the clash of morals in a hypothetical situation.

UNIT II: LEARNING TO MAKE DECISIONS

6A	DECISION-MAKING/CHANGE	The student will tell about some changes which have occurred in his life and discuss how decisions were made to cause or deal with these changes.
	CAREER RELATED OBJECTIVE S-10	The student will discuss what he learns about himself as a result of engaging in new tasks

6B DECISION-MAKING/INTERACTION	The student will identify those interactions that play a major and a minor role in the decision-making process.
CAREER RELATED OBJECTIVE S-9	The student will identify ways he and others make contributions in work and play activities.
6C DECISION-MAKING/STABILITY	The student will give examples of how groups make decisions and explain how consistency in those processes affects the stability of the group.
CAREER RELATED OBJECTIVE E-4	The student will discuss how changing demands for goods and services affect job opportunities.
6D DECISION-MAKING/VALUING	The student will explain how his choosing one alternative over another is a direct result of the values he holds.
CAREER RELATED OBJECTIVE S-2	The student will identify and discuss the reasons why some work activities are personally satisfying to him.
5B INDIVIDUAL DIFFERENCES/INTERACTION	The student will indicate how an individual's behavior is influenced through observation of and interaction among other people.
CAREER RELATED OBJECTIVE C-1	The student will participate in activities reflecting his identifications with worker roles.
UNIT III: USES AND ABUSE OF POWER	
1C POWER/STABILITY	The student will explain how the use of power is controlled to maintain stability.
1D POWER/VALUING	The student will examine situations in which rules play an important part and discuss how differences in values cause differences in how these rules are made and enforced.
1E POWER/UTILIZATION	The student will demonstrate how money, strengths, intelligence and position give a person the power to control more resources than another person.
2E CONFLICT/UTILIZATION	The student will describe from his own experience a conflict arising over the use of resources and discuss why conflicts of this type occur.

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CAREER RELATED OBJECTIVE T-7	The student will observe and discuss how technology which helps man can also cause problems if not properly used.
UNIT IV: PEOPLE AND MACHINES	
7A TECHNOLOGY/CHANGE	The student will identify some technological advances that have caused people to change.
CAREER RELATED OBJECTIVE T-4	The student will identify and discuss things that change naturally or by man's intervention.
7B TECHNOLOGY/INTERACTION	The student will tell about technological advances that have been given to or borrowed from other societies past or present.
CAREER RELATED OBJECTIVE T-6	The student will compare and contrast family and community living of the past and present in terms of the development of tools, materials, and processes.
7C TECHNOLOGY/STABILITY	The student will identify man's basic needs giving examples of how technology is used to satisfy each of them.
CAREER RELATED OBJECTIVE E-1	The student will discuss why and how man must work to produce goods and services.
7D TECHNOLOGY/VALUING	The student will give examples of several products of technology to which he assigns importance or appreciation and tell why.
8E INSTITUTIONS/UTILIZATION	The student will identify what resources are used by institutions and state for what purposes they are used.
CAREER RELATED OBJECTIVE E-2	The student will discuss how people balance their needs and wants with available resources.

INFUSION OF CAREER OBJECTIVES WITH SOCIAL STUDIES CELLS

LEVEL II (3-5)

Career = C
Technology = T
Self = S
Economics = E
Society = Y

Grade where cell is taught

	A CHANGE		B INTERACTION		C STABILITY		D VALUING		E UTILIZATION	
1 POWER	Y-2	5		5	Y-5	3		3	Y-4	3
2 CONFLICT		5		4	S-15	4	S-10	3	E-4	3
3 INTERDEPENDENCE	E-6	5	S-6	4	C-10	3	Y-1	4	C-2	3
4 MORALITY		4		4		3	S-11	3	S-13 S-14	4
5 INDIVIDUAL DIFFERENCES	S-1 S-3	5	C-6 C-7	5	C-11	5	S-4 S-5	5	C-14 T-1	5
6 DECISION MAKING	C-4	5		4	S-2	5	S-9	5	E-1	3
7 TECHNOLOGY	T-5 T-6	5	C-8	5	T-3	4	T-8	4	S-12 T-7	3
8 INSTITUTION	Y-3	5	E-3	4	E-2	4	C-9	4	C-13	3
9 HABITAT	E-7	5	S-7	5	E-5	3	S-8	3	T-9	3

INFUSION OF CAREER OBJECTIVES WITH SOCIAL STUDIES CELLS

GRADE THREE

UNIT I:	THE FORCES OF STABILITY	
	1C POWER/STABILITY	The student will describe the role of government in controlling power to maintain stability.
	CAREER RELATED OBJECTIVE Y-5	The student will investigate the conditions which lead to protective legislation for producers and consumers and trace the resulting laws.
	3C INTERDEPENDENCE/STABILITY	The student will look at human relationships in different societies and explain how role expectations enable people to help others.
	CAREER RELATED OBJECTIVE C-10	The student will illustrate interdependency between various jobs within occupational areas.
	4C MORALITY/STABILITY	The student will evaluate the standards of morality which lead to stability as reflected in a given community.
	9C HABITAT/STABILITY	The student will trace in different cultures ways of dealing with the environment which have been retained for at least several generations.
	CAREER RELATED OBJECTIVE E-5	The student will investigate how different people have provided for their basic economic needs and wants.
UNIT II:	THE WORLD OF TECHNOLOGY	
	1E POWER/UTILIZATION	The student will explain how economic power can enable individuals and groups to control the utilization of resources.
	CAREER RELATED OBJECTIVE Y-4	The student will indentify and discuss the ways societal groups reward their members for their work.
	6E DECISION-MAKING/UTILIZATION	The student will examine decision-making in various population settings and analyze the effect of these decisions upon the utilization of resources.

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	CAREER RELATED OBJECTIVE E-1	The student will examine how the work of many men has made possible a continuing increase in goods and services produced in our country.
7E	TECHNOLOGY/UTILIZATION	The student will analyze ways man can deal with his total environment at different levels of technological advancement.
	CAREER RELATED OBJECTIVES S-12	The student will analyze how he and others have helped in the completion of various tasks.
	CAREER RELATED OBJECTIVE T-7	The student will construct imaginary accomplishments in technology that he would like to see occur and assess their implications for man's work and leisure time.
8E	INSTITUTIONS/UTILIZATION	The student will investigate institutions in various cultures and analyze how they use resources.
	CAREER RELATED OBJECTIVE C-13	The student will analyze the relationship between the skills, tools, and materials used in doing different jobs.
9E	HABITAT/UTILIZATION	The student will evaluate resources in his environment as to how each is used and decide whether better use could be made of any of these resources.
	CAREER RELATED OBJECTIVE T-9	The student will analyze ways man can enhance his total environment if technology is used to his advantage.
UNIT III:	RESOLVING CONFLICTS	
1D	POWER/VALUING	The student will demonstrate how different values in various cultures cause different uses of power.
2D	CONFLICT/VALUING	The student will examine how societal values affect the resolution of conflict in different societies.
	CAREER RELATED OBJECTIVE S-10	The student will clarify his values by participating in activities which bring values into conflict.
4D	MORALITY/VALUING	The student will examine moral standards in selected cultures and discuss how these standards of morality differ from his own present culture.

	CAREER RELATED OBJECTIVE S-11	The student will identify his emerging values and compare these beliefs with the beliefs held by most people.
UNIT-IV:	**WHAT TO DO WITH A NATION'S RESOURCES**	
9D	**HABITAT/VALUING**	The student will give examples from differing cultures to show how various aspects of the environment are prized by societies with different value systems.
	CAREER RELATED OBJECTIVE S-8	The student will identify the persons and things that constitute his environment and affect the way he views work.
2E	**CONFLICT/UTILIZATION**	The student will analyze conflicts arising over the use of resources to determine factors which may be common in the conflicts over resources.
	CAREER RELATED OBJECTIVE E-4	The student will examine plans and choices he and others must make to use available resources effectively, both as consumers and as producers.
3E	**INTERDEPENDENCE/UTILIZATION**	The student will examine the limitations and location of resources and explain how societies depend upon trade for utilization of resources.
	CAREER RELATED OBJECTIVE C-2	The student will cite examples of kinds of work people do outside his immediate experience that directly affect his life.

INFUSION OF CAREER OBJECTIVES WITH SOCIAL STUDIES CELLS

GRADE FOUR

UNIT I:	THE EFFECT OF INTERACTION ON GROUPS	
3B	INTERDEPENDENCE/INTERACTION	The student will demonstrate how people in different settings provide psychological satisfaction for each other by interacting.
	CAREER RELATED OBJECTIVE S-6	The student will demonstrate behaviors which indicate positive attitudes toward task performance.
8B	INSTITUTIONS/INTERACTION	The student will describe the ways interaction is influenced by the customs and traditions of an institution.
	CAREER RELATED OBJECTIVE E-3	The student will compare job opportunities today with those of the past in terms of the economic growth of our country.
3D	INTERDEPENDENCE/VALUING	The student will examine selected societies and identify the values that foster or hinder interdependence within the societies.
	CAREER RELATED OBJECTIVE Y-1	The student will discuss the interaction and interdependency of workers of societal groups and determine how their work contributes to the achievement of the goals of the group.
7D	TECHNOLOGY/VALUING	The student will discuss examples of societies that have accepted or rejected technological advancements because of their value system.
	CAREER RELATED OBJECTIVE T-8	The student will trace and analyze the development of technology in one or more broad areas.
8D	INSTITUTIONS/VALUING	The student will examine values reflected in specific institutions.
	CAREER RELATED OBJECTIVE C-9	The student will discuss different kinds of preparation and performance necessary for various levels within an occupational area.

UNIT II:	CULTURES AND SUBCULTURES	
	2B CONFLICT/INTERACTION	The student will study examples of interacting societal groups and identify and evaluate the major areas of disagreement.
	4A MORALITY/CHANGE	The student will select and explain examples of one individual or group exerting pressure upon another to change their moral standards.
	6B DECISION-MAKING/INTERACTION	The student will identify the qualities that are characteristic of leaders within societal groups and give examples of leaders who have strongly influenced decision-making within their society.
UNIT III:	SEEKING TO SATISFY THE WORLD'S NEEDS	
	2C CONFLICT/STABILITY	The student will examine examples of conflict and the part that the need and desire for stability played in the resolution of these conflicts.
	CAREER RELATED OBJECTIVE S-15	The student will identify and discuss those attitudes and behaviors toward others which help him maintain a good working relationship.
	7C TECHNOLOGY/STABILITY	The student will compare different ways man has used technology to meet his common needs.
	CAREER RELATED OBJECTIVE T-3	The student will compare and contrast technology used by various cultures to satisfy needs and desires.
	8C INSTITUTIONS/STABILITY	The student will compare and contrast institutional controls of other cultures with those of his own culture.
	CAREER RELATED OBJECTIVE E-2	The student will compare and contrast the economic incentives of our system with those of various cultures.
UNIT IV:	INFLUENCES ON SOCIAL BEHAVIOR	
	4B MORALITY/INTERACTION	The student will discuss clashes of moral standards caused by contact with different people in his own experience.
	4E MORALITY/UTILIZATION	The student will examine the rules he had been taught about the use of resources and will evaluate the extent to which he agrees with them.

CAREER RELATED OBJECTIVES S-13	The student will draw conclusions about self after performing tasks which are increasingly challenging and compatible with his development.
CAREER RELATED OBJECTIVE S-14	The student will discuss the processes required to complete a task and compare and contrast the ones he prefers to do.

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INFUSION OF CAREER OBJECTIVES WITH SOCIAL STUDIES CELLS

GRADE FIVE

UNIT I:	DECISIONS HOW AND WHY?	
	6A DECISION-MAKING/CHANGE	The student will look at changes to evaluate the part different decision-making processes play in making and dealing with these changes.
	CAREER RELATED OBJECTIVE C-4	The student will trace the vocational history of a real or imaginary individual with emphasis on the variety of jobs held.
	6C DECISION-MAKING/STABILITY	The student will explain how consistency in the decision-making process makes people more comfortable and secure.
	CAREER RELATED OBJECTIVE S-2	The student will identify and discuss how an individual may obtain personal satisfaction from his occupation.
	6D DECISION-MAKING/VALUING	The student given a situation requiring a decision will explain how the decision making process as well as the decision made was influenced by the values of individuals.
	CAREER RELATED OBJECTIVE S-9	The student will determine how his values affect his attitude and performance in work situations.
UNIT II:	WHAT MAKES MAN DIFFERENT	
	5A INDIVIDUAL DIFFERENCES/CHANGE	The student will explain why and how individual differences cause in interests and behavior.
	CAREER RELATED OBJECTIVE S-1	The student will assess his strengths and limitations in terms of the degree to which he can exercise control over them.
	CAREER RELATED OBJECTIVE S-3	The student will relate his interests and abilities to specific occupational roles.
	5B INDIVIDUAL DIFFERENCES/INTERACTION	The student will relate how the social environment in which a person is reared and lives has a profound effect on the personal growth and development of every individual.

CAREER RELATED OBJECTIVES C-6	The student will demonstrate that hobbies and interests combine elements of both work and play.
CAREER RELATED OBJECTIVE C-7	The student will provide examples of hobbies that may develop from interests.
5C INDIVIDUAL DIFFERENCES/STABILITY	The student will explain examples in which individuals differ but at the same time possess certain commonalities that serve as stabilizing factors.
CAREER RELATED OBJECTIVE C-11	The student will analyze various work activities in terms of the processes, skills, and concepts derived from basic education necessary to their accomplishment.
5D INDIVIDUAL DIFFERENCES/VALUING	The student will compare diverse experiences which led to development of differences in opinion.
CAREER RELATED OBJECTIVE S-4	The student will assess the relationship between his developing interests and his abilities.
CAREER RELATED OBJECTIVE S-5	The student will analyze his attitudes and behaviors as they affect his performance in specific tasks.
5E INDIVIDUAL DIFFERENCES/UTILIZATION	The student will describe the ways in which the same or similar resources can be used by individuals to meet different needs.
CAREER RELATED OBJECTIVES T-1	The student will make his creative ideas materialize through the use of technology and resources.
CAREER RELATED OBJECTIVE C-14	The student will support by example ways in which general attitudinal, intellectual, and manual skills used in various occupational areas are transferable in the accomplishment of a variety of jobs.

UNIT III: DEALING WITH CHANGE

1A POWER/CHANGE	The student will examine changes in a society and evaluate the effect of the changes on the power held by individuals, groups and institutions.
CAREER RELATED OBJECTIVE Y-2	The student will compare and contrast changing customs, traditions, and attitudes as they affect jobs in various societies.

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	2A **CONFLICT/CHANGE**	The student will analyze conflicts and describe the changes that caused the conflict.
	3A **INTERDEPENDENCE/CHANGE**	The student will cite and explain examples of different cultures of how a change in one part of the culture has effected changes in the other parts of the culture.
	CAREER RELATED OBJECTIVE E-6	The student will investigate economic conditions which affect the number and variety of jobs available.
	7A **TECHNOLOGY/CHANGE**	The student will examine and describe the effects on ways of living brought about by technological changes.
	CAREER RELATED OBJECTIVE T-5	Students will compare and contrast inventions and discoveries which have changed man's work.
	CAREER RELATED OBJECTIVE T-6	Students will identify and discuss jobs that have appeared as a result of technological developments.
	8A **INSTITUTIONS/CHANGE**	The student will state what conditions brought about changes in an institution and identify other changes that resulted.
	CAREER RELATED OBJECTIVE Y-3	The student will compare and contrast the changing needs of society that affect job opportunities.
	9A **HABITAT/CHANGE**	The student will explain how environmental changes have brought about changes in a variety of cultures and how some cultures have made changes in environments.
	CAREER RELATED OBJECTIVE E-7	The student will identify geographical factors, i.e., climate, topography, resource, location, etc., and discuss how they affect work.
UNIT IV:	**DEPENDING ON OTHERS**	
	1B **POWER/INTERACTION**	The student will demonstrate how power affects the way people act toward each other.
	7B **TECHNOLOGY/INTERACTION**	The student will give examples which illustrate how people of a culture organize themselves to use their level of technology.

CAREER RELATED OBJECTIVE C-8	The student will classify workers into occupational areas and characterize them as producing goods or services.
9B HABITAT/INTERACTION	The student will investigate a number of attempts man has made to control his environment and explain the necessity of interaction in each of these attempts.
CAREER RELATED OBJECTIVE S-7	The student will compare and contrast his interpretation of work environments of specific jobs with the way others interpret these environments.

INFUSION OF CAREER OBJECTIVES WITH SOCIAL STUDIES CELLS

Career = C
Technology = T
Self = S
Economics = E
Society = Y

LEVEL III (6-8)

Grade where cell is taught

	A CHANGE		B INTERACTION		C STABILITY		D VALUING		E UTILIZATION	
1 POWER	Y-3	8	C-10	6 8		8	E-5	7	E-3	8
2 CONFLICT	S-7	6 7	S-14	8	T-9	7 8	S-13	8		7
3 INTERDEPENDENCE	C-2	6	C-3	6 7	S-12	6	Y-1	7	E-1	7 8
4 Morality	Y-2	8	S-9	6 8	S-5	7	S-8	6	Y-4	7
5 INDIVIDUAL DIFFERENCES	C-7 C-12	6	S-1 S-2	6 7	S-6	6	C-5 C-6	6	C-8 E-2	6
6 DECISION MAKING	T-7	8	C-13 C-14	6	E-4	7	S-3	6 8	C-1 C-4	7
7 TECHNOLOGY	T-5	7	T-6	8	T-4	6	T-3	7	T-1 T-2	7 8
8 INSTITUTIONS	C-17	8	C-9	7 8	Y-5	7		7 8	C-11	7
9 HABITAT	S-10 S-11	6	E-7	7 8	T-8	7	E-6	7	C-15 C-16	7

INFUSION OF CAREER OBJECTIVES WITH SOCIAL STUDIES CELLS

SIXTH GRADE

UNIT I: ADAPTATION AND CHANGE

2A CONFLICT/CHANGE	The student will select examples of changes and show how they affect individuals.
CAREER RELATED OBJECTIVE S-7	The student will analyse the changes which have taken place in his value system as he moves toward maturity.
3A INTERDEPENDENCE/CHANGE	The student will identify changes made in his environment and evaluate how these changes have affected people not originally involved in the changes.
CAREER RELATED OBJECTIVE C-2	The student will identify kinds of work people do which have only marginal effects on his life.
5A INDIVIDUAL DIFFERENCES/CHANGE	The student will explain how growth and learning develop at various rates because of individual psychological and physiological differences.
CAREER RELATED OBJECTIVE C-7	The student will analyze the skills and processes related to various hobbies and interests which may influence career choice.
CAREER RELATED OBJECTIVE C-12	The student will evaluate his level of proficiency in basic learnings.
9A HABITAT/CHANGE	The student will examine changes which an individual or group initiates and analyse effects on the environment.
CAREER RELATED OBJECTIVE S-10	The student will explore the possible ways in which his contribution to the world of work may be most effective.
CAREER RELATED OBJECTIVE S-11	The student will identify how others contribute to the world of work.

UNIT II: **SELF REALIZATION THROUGH INTERACTION**

1B POWER/INTERACTION	The student will evaluate selected examples of interaction and show how the relative power of individuals and groups involved affected the interaction.
CAREER RELATED OBJECTIVE Y-3	The student will analyze how societal needs create a demand for workers in various occupational areas.
3B INTERDEPENDENCE/INTERACTION	The student will identify man's psychological needs and tell how different types of interaction affect the fulfillment of these needs.
CAREER RELATED OBJECTIVE C-3	The student will demonstrate kinds of work that involve working with people, working with ideas, and working with things.
4B MORALITY/INTERACTION	The student will analyze actual examples of the interaction of individuals and/or groups to explain how differing moral standards affect interaction and how differing moral standards are brought out in interaction.
CAREER RELATED OBJECTIVE S-9	The student will analyze his values in terms of how they relate to personal work behavior, work situations, and occupations.
5B INDIVIDUAL DIFFERENCES/INTERACTION	The student will demonstrate how realization of self is created and modified by contact with others.
CAREER RELATED OBJECTIVE S-1	The student will identify and evaluate his self characteristics which will help him in terms of the occupation he thinks he may wish to pursue.
CAREER RELATED OBJECTIVE S-2	The student will analyze how a positive self concept is reinforced through satisfaction with his work and/or from the value others place upon his work.
4D MORALITY/VALUING	The student will assess his own standards of morality and trace their origin.
CAREER RELATED OBJECTIVE S-8	The student will give examples of significant values inherent in various occupational areas.

5D **INDIVIDUAL DIFFERENCES/VALUING**	The student will clarify and contrast his stand on a value position with the stand taken by others, taking into account the differences in his experience and those of his classmates.
CAREER RELATED OBJECTIVE C-5	The student will explore a wide range of careers as they relate his interest and abilities.
CAREER RELATED OBJECTIVE C-6	The student will cite the advantages and disadvantages of a variety of careers in terms of his interests and abilities.
6B **DECISION-MAKING/INTERACTION**	The student will give examples to illustrate that the rights of the individual and/or groups to participate in decision-making processes varies at different times and in different situations.
CAREER RELATED OBJECTIVE C-13	The student will identify and select the school subject which contain the specific knowledge required for his tentative vocational choice.
6D **DECISION-MAKING/VALUING**	The student will analyze individual or group decisions in terms of how the values of the individuals involved affected the decision-making process and the decisions.
CAREER RELATED OBJECTIVE S-3	The student will analyze his abilities and interests in terms of occupational areas he may wish to enter.
UNIT III: **PATTERNS OF NECESSITY**	
3C **INTERDEPENDENCE/STABILITY**	The student will analyze howthe predictability of human behavior within a society helps people to satisfy one another's needs
CAREER RELATED OBJECTIVE S-12	The student will assess his self characteristics in terms of various occupations.
5C **INDIVIDUAL DIFFERENCES/STABILITY**	The student will illustrate the fact that in different cultures individuals are exposed to behavioral guides which are accepted or rejected in varying degrees by each individual.
CAREER RELATED S-6	The student will analyze the working environment of various occupations and evaluate his attitudes toward these work environments.

5E **INDIVIDUAL DIFFERENCES/UTILIZATION**	The student will evaluate the use of resources in terms of opposing needs and wants among individuals and in the individual himself.
CAREER RELATED OBJECTIVE C-8	The student will evaluate the economic rewards obtainable through the pursuit of hobbies or interests.
CAREER RELATED OBJECTIVE E-2	The student will explore the economic incentive offered by various occupational areas.
7C **TECHNOLOGY/STABILITY**	The student will demonstrate that man's technology at all levels is focused on the problem of satisfying needs.
CAREER RELATED OBJECTIVE T-4	The student will use the technologies of several broad occupational areas in a simulated or an actual work situation, relating them to the satisfaction of man's needs and desires.

INFUSION OF CAREER OBJECTIVES WITH SOCIAL STUDIES CELLS

SEVENTH GRADE

UNIT I: ADAPTATION AND CHANGE

7D	TECHNOLOGY/VALUING	The student will compare and contrast the ways technology is employed by various cultures with contrasting value systems.
	CAREER RELATED OBJECTIVE T-3	The student will explore the technology of various occupations and evaluate the benefits which have accrued to man.
7E	TECHNOLOGY/UTILIZATION	The student will analyze how technology can be used to bring about productive changes in environment.
	CAREER RELATED OBJECTIVE T-1	The student will research and demonstrate how man uses resources and technology creatively in his work.
	CAREER RELATED OBJECTIVE T-2	The student will analyze how technology is used creatively to develop various products from natural resources.
9B	HABITAT/INTERACTION	The student will select environmental problems and use examples from different settings to describe how attempts to solve these problems require group action.
	CAREER RELATED OBJECTIVE E-7	The student will investigate the geographical factors that affect various occupational areas.
9C	HABITAT/STABILITY	The student will contrast the degree of stability in situations where familiar methods of dealing with the environment are widely used and situations in which unfamiliar methods are frequently being introduced.
	CAREER RELATED OBJECTIVE T-8	The student will assess the degree to which the technology of various occupational areas is being used to the advantage of mankind.
9D	HABITAT/VALUING	The student will draw comparisons from either historical periods or environmental areas to prove how value systems cause certain environmental aspects to be prized.

	CAREER RELATED OBJECTIVE E-6	The student will identify economic trends, both past and present, and investigate their effect on job opportunities in broad occupational areas.
9E	**HABITAT/UTILIZATION**	The student will select several environmental areas and demonstrate how the differences in environment cause difference in the methods people use to satisfy their basic needs.
	CAREER RELATED OBJECTIVE C-15	The student will, after exploring several occupational areas, demonstrate a number of the basic skills needed in the performance of certain jobs.
	CAREER RELATED OBJECTIVE C-16	The student will determine the skills needed for a variety of occupations.
UNIT II:	**INTERDEPENDENCE OF PEOPLE**	
2E	**CONFLICT/UTILIZATION**	The student will analyze why there are conflicts over the use of resources and how states of the world deal with the conflicts.
3D	**INTERDEPENDENCE/VALUING**	The student will compare and contrast open and closed societies and explain how their value systems affect interdependence.
	CAREER RELATED OBJECTIVE Y-1	The student will differentiate between broad occupational areas in terms of the contribution and importance of these areas to our society.
3E	**INTERDEPENDENCE/UTILIZATION**	The student will analyze how the comparative advantage that nations have in terms of resources can be used to bring about efficient distribution and use of resources.
	CAREER RELATED OBJECTIVE E-1	The student will discuss and generalize that work in various occupational areas contributes to the nation's wealth which can be measured in terms of goods and services produced annually.
5B	**INDIVIDUAL DIFFERENCES/INTERACTION**	The student will demonstrate how realization of self is created and modified by contact with others.
	CAREER RELATED OBJECTIVE S-1	The student will identify and evaluate his self characteristics which will help him in terms of the occupation he thinks he may wish to pursue.

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	CAREER RELATED OBJECTIVE S-2	The student will analyse how a positive self concept is reinfo through satisfaction with his work and/or from the value othe place upon his work.
6E	**DECISION-MAKING/UTILIZATION**	The student will determine differences in criteria which lea to different decisions as to how resources will be utilized.
	CAREER RELATED OBJECTIVE C-1	The student will make tentative occupational choices in term of his interest, capacities, and values.
	CAREER RELATED OBJECTIVE C-4	The student will differentiate between careers and jobs.
UNIT III:	**INVESTIGATING MAN'S BASIC INSTITUTIONS**	
1D	**POWER/VALUING**	The student will investigate selected societal units and expla how values affect the way power is employed by each of these
	CAREER RELATED OBJECTIVE E-5	The student will explore how economic needs and wants diffe and are provided for by the rewards of various occupational
2A	**CONFLICT/CHANGE**	The student will select examples of changes and show how the affect individuals.
	CAREER RELATED OBJECTIVE S-7	The student will analyze the changes which have taken place his value system as he moves toward maturity.
4C	**MORALITY/STABILITY**	The student will compare selected societies to analyze how specific elements of moral and ethical standards contribute t stability.
	CAREER RELATED OBJECTIVE S-5	The student will identify and practice attitudes and behaviors which generally apply to any work situation.
6C	**DECISION-MAKING/STABILITY**	The student will examine the decision-making processes in different societies and show how it affects stability.
	CAREER RELATED OBJECTIVE E-4	The student will analyze economic decisions and choices mad a participant in either economic simulations or actual situatio
8B	**INSTITUTIONS/INTERACTION**	The student will examine how interactions differ depending up the institutional settings.

	CAREER RELATED OBJECTIVE C-9	The student will classify jobs into clusters on the basis of the skills and interests of the workers.
8C	**INSTITUTIONS/STABILITY**	The student will demonstrate situations in which there are varying degrees of institutional control.
	CAREER RELATED OBJECTIVE Y-5	The student will investigate the protective laws of several broad occupational areas and determine whether present laws are meeting the needs of producers and consumers.
8D	**INSTITUTIONS/VALUING**	The student will investigate a number of institutions and compare and contrast how they transmit values.
8E	**INSTITUTIONS/UTILIZATION**	The student will state and appraise examples of the institutional processes applied in determining the use of resources.
	CAREER RELATED OBJECTIVE C-11	The student will compare and contrast the basic-education requirements of several career areas.

UNIT IV: **CREATIVE PEOPLE**

3B	**INTERDEPENDENCE/INTERACTION**	The student will identify man's psychological needs and tell how different types of interaction affect the fulfillment of these needs.
	CAREER RELATED OBJECTIVE C-3	The student will demonstrate kinds of work that involve working with people, working with ideas, and working with things.
4E	**MORALITY/UTILIZATION**	The student will analyze how resources are used in selected societies and draw conclusions about the degree to which moral and ethical standards have affected the utilization.
	CAREER RELATED OBJECTIVE Y-4	The student will analyze the relationship between the benefits provided by society and the work performed by the members of the society.
7A	**TECHNOLOGY/CHANGE**	The student will analyze how a technological change can force further changes in technology and ways of living.
	CAREER RELATED OBJECTIVE T-5	The student will analyze various jobs in broad occupational areas to see how technology has changed them.

INFUSION OF CAREER OBJECTIVES WITH SOCIAL STUDIES CELLS

EIGHTH GRADE

1A	POWER/CHANGE	The student will analyze how the power of a group to affect decisions may change as societal goals change.
	CAREER RELATED OBJECTIVE Y-3	The student will analyze how societal needs create a demand for workers in various occupational area.
1B	POWER/INTERACTION	The student will evaluate selected examples of interaction and show how the relative power of individuals and groups involved affected the interaction.
	CAREER RELATED OBJECTIVE C-10	The student will construct the hierarchy for several occupational areas of his choice.
1C	POWER/STABILITY	The student will examine and compare how different societies maintain stability through the use of power.
1E	POWER/UTILIZATION	The student will compare and contrast examples of the use of political, economic, and military power to control the use of resources.
	CAREER RELATED OBJECTIVE E-3	The student will identify and analyze the characteristics of the American economy that affect job opportunity.
2B	CONFLICT/INTERACTION	The student will explain how conflict may result when a sub-group interacts with the total group.
	CAREER RELATED OBJECTIVE S-14	The student will give examples of interpersonal relations of workers that affect cooperative performance on a job and assess his ability to work in a similar situation.
2C	CONFLICT/STABILITY	The student will compare and contrast examples of conflict and examine the ways in which the need for stability may lead to resolution.
	CAREER RELATED OBJECTIVE T-9	The student will analyze the problems associated with the use of technology and research the proposed solutions to these problems.

2D **CONFLICT/VALUING**	The student will analyze examples of conflict resolution and explain how each situation was influenced by the societal value system.
CAREER RELATED OBJECTIVE S-13	The student will analyze how his preceptions of other people affect his ability to work cooperatively and identify any changes he wishes to make.
3B **INTERDEPENDENCE/INTERACTION**	The student will identify man's psychological needs and tell how different types of interaction affect the fulfillment of these needs.
CAREER RELATED OBJECTIVE C-3	The student will demonstrate kinds of work that involve working with people, working with ideas, and working with things.
3E **INTERDEPENDENCE/UTILIZATION**	The student will analyze how the comparative advantage that nations have in terms of resources can be used to bring about efficient distribution and use of resources.
CAREER RELATED OBJECTIVE E-1	The student will discuss and generalize that work in various occupational areas contributes to the nation's wealth which can be measured in terms of goods and services produced annually.
4A **MORALITY/CHANGE**	The student will examine several contemporary or historic situations involving morals and explain the process of how morals change through pressure from individuals or groups.
CAREER RELATED OBJECTIVE Y-2	The student will analyze how the customs, traditions, and attitudes of society affect jobs in broad occupational areas.
4B **MORALITY/INTERACTION**	The student will analyze actual examples of the interaction of individuals and/or groups to explain how differing moral standards affect interaction and how differing moral standards are brought out in interaction.
CAREER RELATED OBJECTIVE S-9	The student will analyze his values in terms of how they relate to personal work behavior, work situations, and occupations.
6A **DECISION-MAKING/CHANGE**	The student will evaluate how decision-making bodies work together to bring about and deal with changes.
CAREER RELATED OBJECTIVE T-7	The student will examine and evaluate technology in terms of the factors which give impetus to change and development.

6D DECISION-MAKING/VALUING	The student will analyze individual or group decisions in terms of how the values of the individuals involved affected the decision-making process and the decisions.
CAREER RELATED OBJECTIVE S-3	The student will analyze his abilities and interests in terms of occupational areas he may wish to enter.
7B TECHNOLOGY/INTERACTION	The student will analyze how the social interaction of a culture must often be changed to make the most efficient use of new technology.
CAREER RELATED OBJECTIVE T-6	The student will evaluate the impact on work and leisure time by withdrawing and by augmenting technology in occupational areas of his choice.
7E TECHNOLOGY/UTILIZATION	The student will analyze how technology can be used to bring about productive changes in environment.
CAREER RELATED OBJECTIVE T-1	The student will research and demonstrate how man uses resources and technology creatively in his work.
CAREER RELATED OBJECTIVE T-2	The student will analyze how technology is used creatively to develop various products from natural resources.
8A INSTITUTIONS/CHANGE	The student will explain why, as institutions change further changes result.
CAREER RELATED OBJECTIVE C-17	The student will participate in a variety of work experiences (simulating, working, observing) in broad occupational areas and analyze these experiences in terms of a future career choice.
8B INSTITUTIONS/INTERACTION	The student will examine how interactions differ depending upon the institutional settings.
CAREER RELATED OBJECTIVE C-9	The student will classify jobs into clusters on the basis of the skills and interests of the workers.
8D INSTITUTIONS/VALUING	The student will investigate a number of institutions and compare and contrast how they transmit values.

9B HABITAT/INTERACTION	The student will select environmental problems and use examples from different settings to describe how attempts to solve these problems require group action.
CAREER RELATED OBJECTIVE E-7	The student will investigate the geographical factors that affect various occupational areas.

Code:
C = Career
E = Economic
S = Self
T = Technology
Y = Society

INFUSION OF CAREER OBJECTIVES WITH SOCIAL STUDIES CELLS

LEVEL IV

	A CHANGE	B INTERACTION	C STABILITY	D VALUING	E UTILIZATION
1 POWER				C-7 The student will analyse the career hierarchy which reflects his vocational choice.	
2 CONFLICT	Y-5 The student will evaluate the laws society has enacted for his protection as producer and consumer of goods and services.	Y-1 The student will analyse the effects on a society when the workers of an occupational area withhold their services and debate the justification for such action.			
3 INTERDEPENDENCE	E-6 The student will assess how economic fluctuations may affect the job opportunities in the career area of his choice.	S-12 The student will observe the interaction of co-workers in situations which call for cooperation and determine any changes he might need to make in order to work effectively.	S-5 The student will demonstrate the attitudes and behaviors which enable him to obtain and hold a job.	C-4 The student will analyse his vocational choice and the possible careers which he might pursue in terms of his interest, abilities, and chances for success.	E-1 The student will evaluate a career area in terms of its contribution to the nation's productivity.
4 MORALITY		S-1 The student will analyse the ways his self concept affects his entrance and performance in a work situation.		C-3 The student will formulate a personal definition of work.	
5 INDIVIDUAL DIFFERENCES	C-14 The student will project his needs for vocational retraining in relation to job advancement, job change, and job loss. C-15 The student will interpret occupational trends and evaluate his transferable skills and knowledge that will facilitate retraining.	S-2 The student will evaluate his tentative career choice in terms of ways it will contribute to the maintenance of a positive self concept.	C-1 The student will select educational and training programs in terms of of his needs, interests, abilities, and values that will assist him in converting vocational preference into reality.	S-13 The student will analyse how his perception of other people affect his ability to work cooperatively. S-8 The student will evaluate the role that his values play in making his career choice.	S-9 The student will analyse the contribution to a specific work situation. E-5 The student will evaluate how the career area of his choice will provide for his economic needs and wants and affect his standard of living.
6 DECISION MAKING	S-4 The student will evaluate his attitudes and behaviors and their effect on his functioning in his work situation.	C-13 The student will evaluate [illegible] career choice in terms of his work experience. C-12 The student will participate in a realistic work situation as part of the school program or as a worker in the community.	T-5 The student will make inferences about how technology may affect his work and leisure time in his career choice.	E-4 The student will evaluate his application of economic concepts in making choices and decisions as a consumer and/or producer.	C-5 The student will analyse the degree to which hobbies and interests affect his present career choice. C-9 The student will meet the requirements for successful completion of his basic course work for job entry or further education.
7 TECHNOLOGY	T-4 The student will evaluate the extent to which technological change may affect the employment and the task requirements of his occupational choice.	T-7 The student will analyse the development of technology in the twentieth century in terms of its escalation.	T-2 The student will explain how the forces of resources, technology, and creative ability interplay in the career area of his interest.	Y-2 The student will explore the effect of changing customs, traditions, and attitudes in relation to his chosen career area.	T-1 The student will use resources, technology, and his creative ability to investigate and develop a project related to the career area of his interest. T-6 The student will develop his own action-oriented program to correct situations arising from the misuse of technology.
8 INSTITUTIONS	C-2 The student will make projections of work people may some day be doing.	C-8 The student will apply basic learnings in a work situation and analyse their effects upon his job performance. E-2 The student will identify and evaluate the economic incentive available in a career area in terms of his goals.	Y-4 The student will make a critical analysis of the reward structure of an occupational area as it relates to the reward system of the larger society.	S-3 The student will project a career plan which will reflect his abilities and interests.	E-3 The student will assess the extent to which economic characteristics may affect work opportunities in the career area of his choice.
9 HABITAT	E-7 The student will evaluate his career choice as it is affected by geographical factors.	T-3 The student will employ the technology of his career interest area and assess its contribution to the satisfaction of man's needs and desires.	T-8 The student will investigate how the technology of his career area can be more efficiently used to contribute to man's well being.	S-6 The student will analyse the impact of his environment on his feelings toward work and weigh these attitudes against his career plans. S-7 The student will develop a profile of the working environment of his career choice.	Y-3 The student will assess how future societal needs may affect vocational opportunity in the career area of his choice.

ADDITIONAL MATERIALS PURCHASED

Area I
1974-75

The Be Informed Series
Units 1-10 in three-ring vinyl binder, teacher's guide
New Readers Press, $12.50

Career Awareness Program (Popeye Comic Books)
75 comic books, bingo game, student involvement posters, teacher's guide, display and storage rack
King Features, $39.50

Career World Magazine
15 copies
Curriculum Innovations, ~~Inc.~~, $44.25

Desk Top Career Kit
Junior High Edition without posters
Houghton Mifflin Company, $115.50

Education: Who Needs It?
Set 1: 4 filmstrips on education, health and physical education, language arts, science
Set 2: 4 filmstrips on mathematics, art and music, reading, social studies
Counselor Films Inc., $100.00 each set

Everyday Reading and Writing
By Elizabeth Kirk
New Readers Press, $3.95

My Job Application File
By Kahn, Tong, and Jew (workbook)
Allen J. Kahn Publishers, $1.95

Occupational Outlook Handbook 1973-74
6 copies
Superintendent of Documents, $41.10

Working
4 filmstrips, 4 cassettes
BFA Educational Media, $64.50

World of Work Adventures of the Lollipop Dragon
6 filmstrips, 3 records, 6 teacher's guides
SVE, $67.50

Yellow Pages of Learning Resources
6 copies
The MIT Press, $11.70

You, the Consumer
4 filmstrips, 2 records, 4 teacher's guides
SVE, $41.50

You and Mass Production
4 filmstrips, 2 records, 4 teacher's guides
SVE, $41.50

Exploring Careers, Group 6

6 filmstrips, 2 record, 4 teacher's guide
SVE, $41.50

Newslab

Complete Kit
SRA, $65.00

Math Applications Kit

Complete Kit
SRA, $69.00

Career Math

Ditto masters with transparencies
Kunz, Inc., $7.75

All in a Day's Work

Text
Globe Book Company, $2.40 each

Newspaper Workshop: Understanding Your Newspaper

Text
Globe Book Company, $1.30 each

Real People at Work - Series A and G

Books
Changing Times Education Service, $1.65 each

My Job Application File

Workshop by Kahn, Tong, and Jew
Allen T. Kahn Publishers, $1.95 each

A Pet is a Special Friend

Filmstrips, record, printed materials
Pet Food Institute, $5.00

Satisfying Basic Needs

5 filmstrips, 5 cassettes
Scott Education, $75.00

Ways of Working

12 filmstrips, 12 cassettes
Scott Education, $180.00

What Do You Want to Be?

6 filmstrips, 6 cassettes
Scott Education, $90.00

Careers: Working with Animals

Booklet, 16 study cards
Humane Society of the U.S. $3.95

"It's a Job to Save a City"

Brochure
National Fire Protection Association $.04 each

Senior High School Career Center

Filmstrip, cassette
Thomas Jacobson, PH. D., $25.00

Careers: A Supplemental Reading Program

3 kits - Levels A, B C
Harcourt Brace Janovich, Inc., $96.00 each

Career T-cube Package

12 sound-on-slides with trays
3M Business Products Sales, Inc., $144.50

Hello, World!

9 texts by Holloway & Stone
Field Educational Publications, Inc., $22.41

Quickie Ideas - The Newspaper in Your Classroom

Booklet
Joy Lindner, $1.50

CAREER EDUCATION MODEL COLLECTION

RIPPLING WOODS ELEMENTARY SCHOOL
MEDIA CENTER
1974-75

Material	Possible Subject Areas	Career Education Concept Areas
FILMSTRIPS:		
Adventures in the World of Work 6 filmstrips, 3 cassettes, teacher's guide Random House, $79.95 Titles include: Who Puts the Light in the Bulb? Who Puts the Print on the Page? Who Puts the Ice in the Cream? Who Puts the Blue on the Jeans? Who Puts the Room in the House? Who Puts the Grooves in the Record?	Social Studies	Career
The Adventures of the Lollipop Dragon 6 filmstrips, 3 records, 6 guides, 1 coloring book SVE, $57.50 Titles include: The Workers of Tumtum, The Lollipop Factory, Building a New Clubhouse, Trading Jobs in Tumtum, Making Dragon Cookies, Changing World of Work in Tumtum	Social Studies	Career, Society, Technology
Basic Concepts in Economics 6 filmstrips, 6 cassettes - boxed BFA Educational Media, $90.00 Main emphasis on economic decision-making--values and choices. Titles include: Producers and Consumers: Why Do People Work? Factors of Production: What Do We Need to Get Work Done? Specialization: How Do We Organize to Get Things Done? Economic Interdependence: Can We Live By Ourselves? Saving and Lending: Banks--What Do Banks Do with Our Money? Our Market Economy: Who Tells People What to Make and Do?	Social Studies	Economics
How Are You Feeling Today? Program 6 filmstrips with cassettes, teacher's manual Bowmar, $79.80 Titles include: Making Faces, Sometimes People Feel Happy, Sometimes People Feel Sad, Sometimes People Feel Angry, Sometimes People Feel Scared, How Are You Feeling Today?	Language Arts Social Studies	Self

GAMES:

Material	Possible Subject Areas	Career Education Concept Areas
Can of Squirms - Primary Game elements, a leader's guide, 100 discussion questions Pennant Educational Materials, $5.50	Language Arts Social Studies	Self
Can of Squirms - Intermediate Game elements, a leader's guide, 100 discussion questions Pennant, $5.50	Language Arts Social Studies	Self
Helping Hands Value Game Playing board, markers, Value cards, leader's guide with discussion questions Pennant, $8.50 Provides opportunity for the teacher to discuss values with the class, showing the importance of sharing and working toward a common goal.	Language Arts Social Studies	Self

STUDY PRINTS:

Material	Possible Subject Areas	Career Education Concept Areas
Learning About Careers 20 pictures School Products Division, $5.15		Career

KITS:

Material	Possible Subject Areas	Career Education Concept Areas
Complete Career Awareness Program (Popeye Comic Books) 75 comic books, bingo game, display and storage rack, student involvement posters, teacher's guide King Features, $39.50		Career
Math Applications Kit 270 activity cards, 10 reference cards, student handbook, teacher's handbook, almanac SRA, $62.95 Students investigate problems using elementary math. Kit contains experiments in five areas: science, social studies, sports and games, everyday things, occupations.	Mathematics Science Social Studies Physical Education	Career, Economics, Technology

BOOKS & BOOKLETS:

Ainsworth, Judy. When I Grow Up
Childrens Press, $2.96

Baker, Greene. I Want to Be... — Career
Set of 52 books
Childrens Press, $136.76
Transportation and Communication - I Want to be a (an)
Airplane Hostess, Bus Driver, News Reporter, Pilot, Ship Captain, Space Pilot, Telephone Operator, Train Engineer, Truck Driver
Tradesmen & Businessmen - I Want to be a (an)
Baker, Beauty Operator, Carpenter, Jeweler, Mechanic, Restaurant Owner, Road Builder, Storekeeper
Sports - I Want to be a (an)
Baseball Player, Basketball Player, Football Player, Hockey Player, Swimmer, Tennis Player
Community Helpers - I Want to be a (an)
Fireman, Forester, Policeman, Postman, Service Station Attendant, Taxi-Driver, Zoo-Keeper
Commercial Occupations - I Want to be a (an)
Bank Teller, Computer Operator, Sales Clerk, Secretary, Waitress
Food Providers - I Want to be a (an)
Cowboy, Dairy Farmer, Farmer, Fisherman
Personal Interests - I Want to be a (an)
Ballet Dancer, Homemaker, Musician
Professional Occupations - I Want to be a (an)
Animal Doctor, Architect, Dentist, Doctor, Lawyer, Librarian, Nurse, Scientist, Teacher, Weatherman

Baker, Eugene & Downing, Joan. Workers Long Ago — Career, Society
Childrens Press, $2.96

Behrens, June. How I Feel — Self
Childrens Press, $3.89

Behrens, June. Who Am I? — Self
Childrens Press, $3.89

Powell, Meredith & Yokubinas, Gail. What to Be? — Career
Childrens Press, $3.38

What to Be Book Bag — Career
4 books, 1 cassette, 1 resource card
Childrens Press, $14.95

Who Am I? — Self, Society
Student activity leaflets, teacher's guide
W. H. Sadlier, $1.66, $2.25

CAREER EDUCATION MODEL COLLECTION

LINDALE JUNIOR HIGH SCHOOL
MEDIA CENTER
1974-75

Material	Possible Subject Areas	Career Education Concept Areas
SPIRIT MASTERS, TRANSPARENCIES, POSTERS:		
Career Math Spirit masters and transparencies Kunz, Inc., $6.95	Mathematics	Career, Economics
"Search for Meaning" - Dimensions of Personality 70 spirit masters, teacher's guide Pennant Educational Materials, $39.95 Materials cover these topical themes in 36 lessons: The Power Structure, Rules, Organizations, Pressure, Rewards/Punishment, Capability, Flexibility, Growth, Responsibility, Family, Friends, Maturing Relationships.	Social Studies Home Economics	Self
Making Sense of Our Lives 3 units each consisting of 8 posters, 8 spirit masters, teacher's guide Argus Communications, $25.00 This program was designed to help young people clarify their Values and get to know each other below the "fine-thanks-how-are-you" level. The experiences help students make thought-full choices in real-world situations, listen to others and express personal convictions with confidence.	Social Studies English	Self
Process Posters from Making Sense of Our Lives Set of 15 Argus Communications, $15.00 Titles include Writing Critique, Support Group Tasks, Today's Newspaper, The Whip-Around, Active-Listening Pairs, Conflict Resolution Model, The Group Interview, We All Need..., Say So, Statements-Questions, Learning Contracts, Brainstorming, Thinking Assignments, I Learned, Conflict Choices.	All	Career, Self Society

KITS (Boxed):

Material	Possible Subject Areas	Career Education Content Areas
Math Applications Kit 270 activity cards, 10 reference cards, student handbook, teacher's handbook, almanac SRA, $62.95 Students investigate problems using elementary math. Kit contains experiments in five areas: science, social studies, sports and games, everyday things, occupations.	Mathematics Science Social Studies Physical Education	Career, Economics, Technology
Occupational Exploration Kit OccuScan coding device, 400 occupational briefs, 20 Job Family booklets, 25 Student Record Books, Guide for counselors and teachers SRA, $123.00	English Social Studies	Career, Self

FILMSTRIPS:

Material	Possible Subject Areas	Career Education Concept Areas
The American Worker (Westinghouse) 3 filmstrips, cassettes, teacher's guide Kunz, Inc., $59.50 Titles include "Are We Losing the Will to Work?", "What's Wrong With Work?", and "Can We Redesign Work, or Must We Redesign Life?"	Social Studies	Career, Society, Economics, Technology
Consumerism: Revolution in the Marketplace 2 filmstrips, cassettes, teacher's guide AVNA, Inc., $41.50 Recommended for stimulating discussion about consumerism and marketing	Social Studies	Economics
Consumerland: How High the Mountain? Filmstrip and cassette Argus Communications, $20.00 Especially appropriate in stimulating discussion about the current "shortage" crises	Social Studies	Self, Economics
Feelings and Thoughts Filmstrip and cassette Argus Communications, $20.00 This emphasizes that we must learn the differences between feelings and thoughts so that we understand the decision-making process.	Social Studies	Self
Finding and Getting a Job 6 filmstrips, 3 cassettes, 6 teacher's guides SVE, $63.50 Titles include Choosing Your Career, Finding a Job Opening, Applying for a Job, The Job Interview, Your First Months on the Job, You and the Changing World of Work.	English Social Studies	Career
Foundations for Occupational Planning Set of 5 captioned filmstrips SVE, $28.25 Titles include Who Are You?, What Do You Like to Do?, What is a Job?, What are Job Families?, What Good is School?	Social Studies	Career, Self

The Newspaper in America 6 filmstrips, 3 records, 6 teacher's guides SVE, $59.50 Titles include Reading Daily Newspapers, Weeklies and Other Publications, Writing for Newspapers, Understanding Feature Stories, Preparing News for Print, The Finished Newspaper.	English Social Studies	Career
Technology: Master or Slave? Filmstrip and cassette Argus Communications, $20.00 For use with classes studying current social issues or as an example of satire for communication arts classes.	Social Studies English	Technology

GAMES:

Can of Squirms - Intermediate Game elements, leader's guide, 100 discussion questions Pennant Educational Materials, $5.50	English Social Studies Home Economics	Self
Can of Squirms - Junior High Game elements, leader's guide, 100 discussion questions Pennant Educational Materials, $5.50	English Social Studies Home Economics	Self
Can of Squirms - High School Game elements, leader's guide, 100 discussion questions Pennant Educational Materials, $5.50	English Social Studies Home Economics	Self
Feelin' Game board, 30 subject cards, 36 wooden tokens Pennant Educational Materials, $8.50 Helps students identify, clarify and express personal feelings. Encourages students to express thoughts and feelings regarding their experiences.		Self
Tell It Like It Is Game board, pawns, a die, decks of cards Pennant Educational Materials, $7.95 Opens honest channels of communication between the participants. Helps players begin exploring their own feelings, attitudes, and motives.	English Social Studies Home Economics	Self
Value Games Resource Set 6 Value Games plus book Becoming Aware of Values Pennant Educational Materials, $42.50 Games include: Cruel, Cruel World Discussion (Timao) Helping Hands Match Wits My Cup Runneth Over Value Bingo		Self

BOOKS AND BOOKLETS:

Material	Suggested Subject Areas	Career Education Concept Areas
Arithmetic That We Need, T. Mooney Frank E. Richards Publishing Co., Inc. Text, teacher's key, $4.00	Mathematics	Career, Economics
Using Money Series: Book I - Counting My Money Book II - Making My Money Count Book III - Buying Power Frank E. Richards Publishing Co., Inc. Each booklet $1.35	Mathematics Social Studies	Career, Economics
Useful Arithmetic - Vol. I, Bohn & Wool Frank E. Richards Publishing Co., Inc. Text, teacher's key, $4.00	Mathematics	Career, Economics
Useful Arithmetic - Vol. II, J. Wool Frank E. Richards Publishing Co., Inc. Text, teacher's key, $4.00	Mathematics	Career, Economics
Getting Ready for Pay Day Series: Book 1 - Checking Accounts Book 2 - Savings Accounts Book 3 - Planning Ahead Frank E. Richards Publishing Co., Inc. Each booklet $1.00	Mathematics Social Studies	Career, Self, Economics
I Want a Job, Hudson & Weaver Frank E. Richards Publishing Co., Inc. $1.25		Career
On the Job, Hudson & Weaver Frank E. Richards Publishing Co., Inc. $1.25		Career
Getting and Holding a Job, B. Schneider Frank E. Richards Publishing Co., Inc. $1.50		Career
Jobs A to Z, Yvette Dogin Frank E. Richards Publishing Co., Inc. $1.50		Career
Work for Everyone, Helen Prevo Frank E. Richards Publishing Co., Inc. $1.50		Career
Occupational Outlook Handbook, 1973-74 Superintendent of Documents $6.85	Reference	Career

Hello, World!, Holloway & Stowe 9 texts & program guide Field Educational Publications, $22.41 & .84 The program includes the following occupational clusters: public services, transportation, communications, health services, environmental control, business and office services, technical services, food and lodging services, marketing services.	Social Studies	Career, Self
Consumer Purchasing, Robert W. Randall Pendulum Press, Inc., $1.00		Economics
Dollar Power, Thomas Johnson Pendulum Press, Inc., $1.00		Economics
Government Services for Consumers, Francis A. Corr Pendulum Press, Inc., $1.00		Economics
Car Purchase and Maintenance, Edmond J. Pagano, Jr. Pendulum Press, Inc., $1.00		Economics
Viewing Your Career, David Stone Pendulum Press, Inc., $1.00		Career
Meeting Yourself Halfway, Sidney B. Simon Argus Communications, $4.95		Self
Why Am I Afraid to Tell You Who I Am?, John Powell Argus Communications, $1.95		Self
If You Don't Know, David P. Campbell Argus Communications, $1.95		Self
The IALAC Story, Sidney B. Simon Pennant Educational Materials, $.50		Self
Winners and Losers, Sydney J. Harris Pennant Educational Materials, $1.95		Self
Values Clarification: A Handbook of Practical Strategies for Teachers and Students, Sidney B. Simon, Leland W. Howe, & Howard Kirschenbaum Pennant Educational Materials, $3.95		Self
Handbook of Job Facts SRA, $5.75	Reference	Career
Complete Career Awareness Program (Popeye Comic Books) Bingo game, display and storage rack, student involvement posters, teacher's guide, 75 comic books King Features, $39.50		Career

Job Family Series Booklets Set of 20 booklets SRA, $24.25 Jobs in Agriculture, Art, Building Construction Trades, Clerical Work, Education, Electronic Data Processing, Engineering, Health, Mathematics, Mechanical Work, Outdoor Work, Performing Arts, Professional Home Economics, Psychology, Publishing, Science, Selling, Social Work, Technical Work, Unusual Occupations	Career
The Job Ahead - New Rochester Occupational Reading Series Level II text (grades 3 and 4 reading levels), 5 exercise books (Starting Work, On the Job, Keeping the Job, Working for the City, Time Out for Leisure), teacher's guide SRA, $10.41	Career
Junior Guidance Series Booklets Exploring the World of Jobs High School Ahead The Job in Your Future Your Abilities All About You How to Get Along with Others Your Problems: How to Handle Them SRA, Each booklet $.92	Career, Self
Guidance Series Booklets You and Your Abilities Baby-Sitters' Handbook College, Careers, and You Discovering Your Real Interests Do Your Dreams Match Your Talents? Finding Part-Time Jobs How to Get the Job Our World of Work School Subjects and Jobs What Employers Want Your Personality and Your Job Exploring Your Personality Exploring Your Values Getting Along with Others How to Increase Your Self-Confidence SRA, Each booklet $.95	Career, Self

CAREER EDUCATION MODEL COLLECTION

GLEN BURNIE HIGH SCHOOL
MEDIA CENTER
1974-75

Material	Possible Subject Areas	Career Education Concept Areas
KITS:		
Occupational Exploration Kit OccuScan coding device, 400 occupational briefs. 20 Job Family booklets. 25 Student Record Books. Guide for counselors and teachers SRA. $123.00	Reference	Career, Self
Career Information Kit In corrugated case About 600 current pieces of occupational literature, 1 How to Use It, 20 Instruction sheets. 1 Index, 1 set of imprinted file folders SRA, $246.00	Reference	Career, Self
GAMES:		
Feelin' Game--30 subject cards, board, 36 wooden tokens Pennant, $8.50 Helps students identify, clarify, and express personal feelings.	Social Studies Home Economics English Special Education	Self
Can of Squirms--Junior High Game elements, a leader's guide, 100 discussion questions Pennant, $5.50 Discussion-starter game, one-to-one or group sessions.	Social Studies Home Economics English Special Education	Self
Can of Squirms--High School Game elements, a leader's guide, 100 Pennant, $5.50 Discussion-starter game, one-to-one or group sessions.	Social Studies Home Economics English	Self
Tell It Like It Is--The Ungame Game board, pawns, die. deck of cards Pennant, $7.95 Deals with communications problems.		Self, Society

6

Value Games Resource Set 6 Value Games plus book Becoming Aware of Values Pennant, $42.50 Games include: Cruel, Cruel World Discussion (Timao) Helping Hands Match Wits My Cup Runneth Over Value Bingo		Self

FILMSTRIPS & CASSETTES:

Choosing A Career Filmstrip, cassette, teacher's guide SVE, $13.25		Career
Getting Your Money's Worth - Group I 6 filmstrips, 3 cassettes, 6 teacher's guides SVE, $58.50 Filmstrips include: Why You Need Consumer Know-How A Blueprint for Money Management Buying Wisely Making Credit Work for You Saving to Reach Your Goals Let the Buyer Beware	Social Studies Home Economics Special Education Business Education Mathematics	Career Economics
Keys--Career Exploration Program 10 filmstrips, cassettes, guide, Career Guidance manual SRA, $106.00 Uses same interest areas measured by Kuder E Interest Inventory		Career, Self
Part I: How to Shop Wisely 4 filmstrips, 2 cassettes, teacher's guide New York Times, $54.00 Filmstrips include: Becoming a Responsible Consumer Buying Quality on a Budget Finding a Place to Live Shopping for a Car	Social Studies HomeEconomics Driver Education Special Education Business Education Industrial Arts Mathematics	Self, Economics
Part II: Managing Your Money 4 filmstrips, 2 cassettes, teacher's guide New York Times, $54.00 Filmstrips include: Living Within Your Means Making Your Money Work Planning Your Financial Future Recognizing Fraud, Quackery and Deception	Social Studies Home Economics Special Education Business Education Mathematics	Society Economics

Telling Your Story On An Employment Application/ Your Job Interview 2 filmstrips, 1 cassette Creative Services (Baker & Taylor), $35.50	Social Studies English	Career
Vocational Decisions 3 filmstrips, 2 cassettes, 3 teacher's guides SVE, $36.50 Filmstrips include: An Introduction to Vocation The World of Work Counseling in Vocational Decisions	Social Studies English Industrial Arts	Career, Self
What Are Your Values and Why? 6 filmstrips, 3 cassettes, teacher's guide New York Times, $81.00 Filmstrips include: What Do I Want Out of Life? How Can Our Lives Be Made More Humane? Can Our Economic System Serve Human Values Better? Our National Values--Are They OK? Our International Values--Are We On the Right Track? Do We Value the Democratic Way of Life?	Social Studies English	Self
What You Should Know Before You Go to Work 2 parts--filmstrip, cassette Guidance Associates, $37.50		Career
You're Hired 1 filmstrip, 1 cassette, 10 books, teacher's guide (Employment Preparation Guide) Classroom World (Baker & Taylor), $38.50		Career

SPIRIT MASTERS AND/OR TRANSPARENCIES:

Career Math Spirit masters and transparencies Kunz, $6.95	Mathematics	Career Economics
Knowledge Needed to Obtain Work 64 transparencies and text in looseleaf binder SRA, $50.00		Career
Making Sense of Our Lives 3 units each consisting of 8 posters, 8 spirit masters, teacher's guide Pennant, $25.00 This program was designed to help young people clarify their values and get to know each other below the "fine-thanks-how-are-you" level.	Social Studies English	Self

Search for Values Kit - Dimensions of Personality 77 spirit masters, teacher's guide Pennant, $44.95 Topics include Competition, Authority, Time, Personal Space, Images, Relationships, and Commitments.	Social Studies Home Economics	Self

BOOKS AND BOOKLETS:

Dogin, Yvette Jobs A to Z Frank E. Richards, $1.50		Career
Dogin, Yvette Teenagers at Work Frank E. Richards, $1.50		Career
Handbook of Job Facts 5 copies, cloth SRA, $5.75	Reference	Career
Hudson, Margaret W. & Weaver, Ann A. Getting Ready for Pay Day Series Book 1 - Checking Accounts Book 2 - Savings Accounts Book 3 - Planning Ahead Frank E. Richards, Each $1.00	Mathematics Social Studies	Career Self Economics
Hudson, Margaret W. & Weaver, Ann A. I Want a Job Frank E. Richards, $1.25		Career
Hudson, Margaret W. & Weaver, Ann A. On the Job Frank E. Richards, $1.25		Career
Mooney, Thomas Arithmetic That We Need Text, teacher's key Frank E. Richards, $1.50, $2.50	Mathematics	Career
Occupational Outlook Handbook 1973-74 2 copies Superintendent of Documents, $6.85	Reference	Career
Powell, John Why Am I Afraid to Tell You Who I Am? Pennant, $1.95 Encourages openness and self-awareness		Self

Reichert, Richard Self-Awareness Through Group Dynamics Pennant, $1.95 Includes such topics as Awareness, Values, Trust, Prejudice, Generation Gap.		Self
Schneider, Bernard Getting and Holding a Job Frank E. Richards, $1.50		Career
Simon, Sidney B. The IALAC Story Pennant, $.50 (I Am Loveable and Capable) 5 copies		Self
Simon, Sidney B., Howe, Leland W., & Kirschenbaum, Howard Values Clarification: A Handbook of Practical Strategies for Teachers and Students Pennant, $3.95 2 copies		Self
Spiegler, Charles G. & Reiner, William B. What to Do After High School SRA, $2.59 2 copies, paper		Career, Self
Wool, John D. The Using Money Series Book I Counting My Money Book II Making My Money Count Book III Buying Power Book IV Earning, Spending, and Saving Frank E. Richards, Each $1.35	Mathematics Social Studies	Career Economics

Revised draft - 10

A MODEL FOR COUNSELOR-TEACHER INTERACTION IN ANNE ARUNDEL COUNTY CAREER EDUCATION

STEP 1 - Preliminary Meetings

Career Education Coordinator
Guidance Coordinator
School Principal
Coordinator of Instruction
Other School Administrators
Total School Guidance Department
Career Education Counselor

INTERACTION
- Overview of Career Education Program
- Discussion led by Career Education Counselor to determine where school guidance department fits in
- Understanding and support from administration
- Commitment from school counselors
- Commitment from administrators

STEP 2 - Preliminary Planning

School Guidance Staff
Career Education Counselor

INTERACTION
- Specify what school counselors have been doing
- Determine specific needs of school
- Plan meeting with student and/or parent representatives
- Commit school counselors to further career education involvement
- Commit support and resources of Career Education

STEP 3 - Preliminary Planning - Students and/or Parents

School Guidance Staff
Student Representatives
Parent Representatives (OPTIONAL)
Career Education Counselor

INTERACTION
- Discussion of what students want and expect from Career Education
- Identify specific needs and interests of students that can be implemented through counselors interacting with teachers in classroom activities and/or with student groups

AND/OR (OPTIONAL)

- Determine parent knowledge of the Career Ed program
- Discussion of what parents want and expect from Career Education
- Identify specific interests of parents
- Determine ways in which parents could best function in the school Career Ed program

INTERACTION

Discussion of ways in which counselor can assist departments in implementing Career Education
Identify needs and wants of specific departments
Specify needs and wants of students and/or parents
Specific offers of assistance by guidance department - as consultants, resources, liaison, etc.
Commitment for meetings with each total department

STEP 4 - Department Chairpersons Contact

School Counselor(s)
Career Education Counselor
Administration Representative
Department Chairpersons
Career Education Resource Teachers
Student Representative(s)
Parent Representative(s) (OPTIONAL)

STEP 5 - Counselor-Teacher Series of Meetings

Each department - all members
School Counselor(s)
Career Education Counselor
Career Education Resource Teachers

INTERACTION

Offers of assistance from counselors
Determine specifically what teachers in each department want and are willing to do
Determine the specific role of parents
Commit counselors to whatever activities are feasible
Career Education Resource Counselor and Teachers assist however needed

INTERACTION

Counselor use as determined by needs of teacher i.e. training program, consultant, demonstrations in classroom, materials resource, liaison
Career Education Counselor as continuing resource to school counselor in whatever capacity needed
Career Education Resource Teachers as continuing resources to teachers

STEP 6 - Counselor - Teacher Interaction

School Counselor
Career Education Counselor
Individual Teacher

STEP 7 - Teacher-Student-Counselor Classroom Interaction

Teacher
Students
School Counselor

INTERACTION

Teacher-Student interaction in classroom
School Counselor as consultant, resource, or whatever capacity needed
Parents as resources, or whatever capacity needed
Career Education Counselor on call to school counselor
Career Education Resource Teachers on call to school teachers

1974-75 CHRONOLOGICAL CHART

Implementation in Area III of the "Model for Counselor-Teacher Interaction

Schools	Step 1 Preliminary Admin. Meetings	Step 2 Preliminary Counselors Planning	Step 3 Students Parent Involvement	Step 4 Department Chairpersons	Step 5 Counselor Teacher-Meetings	Step 6 Counselor Teacher Interaction	Step 7 Classroom Inter-Action
Arundel Senior High (both sessions)	October 7	December 9 and ongoing		December 9	January through June		February through June
Arundel Junior High (both sessions)	October 1	November 19 February 10		1973-74 School Year	November 18		June
MacArthur Junior High	August 20	August 15 October 10		November 13	Ongoing Throughout School Year		
Harman Elementary	October 8	Once or more per month		N.A.	Ongoing throughout School Year		
Maryland City Elementary	September 9	October 21 February 5		N.A.		January-Ongoing	
Van Bokkelen Elementary	September 25	September 13 September 25		N.A.			

(3)

ANNE ARUNDEL COUNTY PUBLIC SCHOOLS

memo

TO: Counselors in Area III

SUBJECT: Assessment Needed by June 20th

FROM: Nannell Grube

DATE: June 9, 1975

COPY TO: Mr. Pettigrew
Mr. Mitchell
Area III Coordinators
Mrs. Ann Koehler
Mr. Robert Jervis
Principals of Involved Schools

This is a request for your evaluation of the effect of activities conducted by the "Career Education Resource Counselor" in Area III this year. I would very much appreciate you completing this (as well as you can remember) and sending it back to me by basket at the Area Office by June 20th.

We have heard many times that a "Needs Assessment" should be conducted before changing a program, and this is essentially an assessment of how needs of counselors are being met. The information will be used by me for modifying the job description of Resource Counselor in Career Education for next year, and in revising the "Model for Counselor Teacher Interaction." These modifications and revisions will be included in the Guidance part of the "Interim Report" which is required by the U. S. Office of Education.

I deeply appreciate your help.

Thank you very much for your support and assistance in implementing the "Model for Counselor-Teacher Interaction" this year.

Please check your position assignment:

_____Elementary   _____Junior High   _____Senior High

Name (optional):____

CAREER EDUCATION RESOURCE COUNSELOR SURVEY

1. Approximately how many conferences did you have with the Career Education Resource Counselor this year (concerning Career Education Activities)?

A. in person	0	1-3	4-7	8-10	10-15	more
B. by telephone	0	1-3	4-7	8-10	10-15	more

2. If you were unable to use the services of the Career Education Resource Counselor, what would help clarify that person's role for you?

3. As a result of contact with the Career Education Resource Counselor:

	Approximate Number of Times			
	0	1-3	4-7	more than 7
A. I conducted (or co-led) faculty in-service meetings.				
B. I served as a resource to teachers seeking me out for Career Education				
C. I worked with students in the classroom with Career Education related materials.				
D. I worked with teachers in the classroom for Career Education related purposes.				
E. I conducted Career Education related student small group activities.				
F. My administrator(s) have consulted me for Career Education related reasons.				
G. Other				

4. I used the following Career Education related materials:

	Source			Use		Method	
Materials	from personal resources	from resource counselor	already in my school	with students	with teachers	in small groups	in class-room

5. For the future, what resources services do you think are needed?

	Yes	No
A. Building community resource lists.		
B. Career Education Materials.		
C. Conducting or Co-leading in-service.		
D. Developing a Career Center.		
E. Planning for PTA/CAC Meetings.		
F. Conducting a Needs Assessment		
G. Planning a Career Guidance Program.		

	Yes	No
H. Training in any specific skills such as:		✓
(1) developing self concept		
(2) decision making		
(3) values clarification		
(4) social communication skills. i.e. T-A, Carkhuff model, etc.		
(5) small group career guidance activities		
(6) classroom career guidance activities		
I. Other:		

6. Comments:

Approved: Edward Mitchell

Ann H. Koehler

Approved: Ann Koehler

Approved: Robert Jervis

ANNE ARUNDEL COUNTY PUBLIC SCHOOLS

AREA OFFICE III
Millersville, Maryland 21108
Telephone: 301-923-2200

June 12, 1975

TO:

Subject: Career Guidance Workshop

The Career Guidance Workshop will be conducted for three days (June 23, 24 and 25) at Arundel Senior High School.

The daily sessions will be 5 hours, exclusive of lunch time. The first day's session will begin at 9:00 A. M.

The instructor will be Mrs. Nanell Grube, Counselor, Career Education.

George R. Doenges
George R. Doenges
Coordinator of Instruction

GRD:ch
ccs: Mr. Pettigrew
Mrs. Grube ✓
Mr. Konich
Mr. Carter
Mr. Jervis
Mrs. Koehler
Dr. Shannon

BOARD OF EDUCATION: G. George Asaki, president, F. Carroll Smith, vice president, Dr. Delores C. Hunt, Mrs. Maureen Lamb, Col. Raymond C. Smith, Charles G. Truffer, Mrs. S. Edwin Zimmerman, J. Jeffrey Robinson (student member)

STAFF DEVELOPMENT PROJECT

no later than two months prior to workshop starting date.

(Check one)

Credit ☐ Noncredit ☒

Title of project: Career Guidance Workshop- Training for "Career Guidance Through Groups"

Coordinator: George R. Doenges, Coordinator of Instruction

Description: "The Career GuidanceThrough Groups" is a comprehensive career guidance program utilizing small group techniques. There are 40 lessons which are designed to be used in grades 10, 11 and 12. The curriculum material focuses on three general areas; self-awareness, labor market information, and tools for employment.

Follow-up activities: Implementation of specific lessons in social studies units in 75-76 by teachers and counselors at Arundel Senior.

Consultant(s) (If other than coordinator): Nanelle Grube, Counselor, Career Ed. Instructor

Schedule for meeting(s): DETAILED PLAN OF ACTIVITIES MUST BE ATTACHED

Date(s) - June 23
1. Introduction to program
2. Orientation slide, tape presentation
3. Training in group techniques
4. Session 1 training and video tape presentation

July 24 - Continued training in content of lessons utilizing video tapes and participant presentations.

July 25 -
1. End training sessions
2. Review sessions - discussion and evaluation
3. Planning for specific implementation at Arundel Senior

Hours per session: 5

RETURN ONE COPY TO THE DEPARTMENT OF STAFF DEVELOPMENT, BOARD ANNEX

St ff D Form #1

REQUEST FOR FUNDS

Payment to Summer Workshop Teacher Participants @ $15.00 per 5 hour day:

No. of Teachers	No. of Days	Total
11	3	$495.00

Payment to Substitutes for School Year Projects @ average cost of $20.00 per day:

No. of Days	Total

Consultant Service:

Service Fee ______

Expenses ______

Total Consultant Fee - ______

Materials of Instruction: ______

Other Expenses (specify): ______

Grand Total $495.00

Source of Funding:

County ☒ State ☐ Federal ☐

Charge to Budget Account Number 51-3701-02-237-93000

Note: If partial funding by more than one of the above agencies, please submit the breakdown in detail:

Staff Dev. Form #1

SEQUENCE OF ACTIVITIES FOR THE GROUP GUIDANCE PROGRAM FACILITATOR TRAINING WORKSHOP

(Texas Group Guidance Program)

DAY 1:

--- Introduction to Program and Workshop

--- Orientation Slides

--- Group Demonstration Tape (Ten minute Joe Garfield)

--- Group Atmosphere Slides

--- "Horse trading" Case

BREAK

--- Decision-Making Procedures Slides

--- "Shipwreck" Case

--- Larry Jacobs Case

LUNCH

--- Larry Jacobs Videotape

--- Session 1 from Training Curriculum Outline (by Participant)

--- Video Training Tape I - Allison Jacobs Case

--- Assign Cases for Participants to Present on Second Day

DAY 2:

--- Participant(s) Present "Employee Selection" Case

--- Regroup for Feedback (and BREAK)

--- Participant(s) Present "Portia Smith" Case & Self-Picture Check List

--- Video Training Tape IV - "Portia Smith Case"

LUNCH

--- Video Training Tape VII - "Self-Picture Check List" only

--- Participant(s) Present "Maria Valdez" Case

--- Video Training Tape VI - "Joe Garfield Case"

DAY 5:

--- Participant(s) Present "What Would You Do?" Cases

--- Video Training Tape VIII

BREAK

--- Hand out Training Curriculum Outlines to all Participants

--- Briefly review each of the Ten Sessions

--- Distribute Operations Manuals - Career Guidance Through Groups

--- "Environment for Change" Slides

--- Break into small, interest groups for Implementation Planning

Arundel Senior High - In-Service - April 25, 1975

Career Guidance Through Groups
Orientation Program - Social Studies Department

AGENDA

8:30 - Coffee - Donuts

8:45 - Orientation - Slide-tape Presentation
Nannell Grube, Career Education Resource Counselor

9:00 - Company Concept Presentation

9:15 - "Name Your Company"
"Employee Selection"

10:00 - Break

10:15 - Video Training Tape of "Employee Selection"

10:30 - "Portia Smith Case"
"Self-Picture Check List"

11:30 - Hand out of Materials

Trained Program Facilitators at Arundel Senior High

Leah Alcola - English
Claudia Poole - English & Social Studies
Mary Fatzie - Social Studies
Carol Myers - English
Mary Brewer - Art
Kohl Coffman - Science
Ray Payne - Social Studies
Denis Schanberger - P. E.
Allan Stevenson - Social Studies
Ione Williams - Business Education
Alan LeCron - Counselor
Carole Harding - Counselor
Idella Anderson - Counselor
Dee Hill - Counselor

CAREER EDUCATION - DECISION MAKING

NANNELL GRUBB
JACK MASON

A. Introduction

B. Decision Making Activity number one

C. "Decision Making Part of Career Education"

D. Decision Making Activity number two - "A Monday in The Life of Ms. Jones, A Teacher At Anywhere Elementary"

E. Closing and Evaluation

ROLLING KNOLLS SCHOOL

Decision Making - Valuing - In-Service

October 11, 1974

1:00	Career Ed Overview
1:15	Decision Making Exercise
1:45	Decision Making and Values Clarification Discussion and Questions (do's and don't's)
2:10	Break
2:20	Decision Making and Values Clarification Exercises
3:25	Evaluation

Mrs. Nanelle Grube, Counselor
Career Education

Mrs. Kathryn S. Harris, Counselor
Rolling Knolls School

EDGEWATER ELEMENTARY SCHOOL

In - Service

Decision Making - Career Education

October 11, 1974

8:30	Coffee
8:45	Introduction to Career Education
9:00	Decision Making Exercise
9:20	Self-Evaluation
9:30	Decision Making Discussion
9:45	Decision Making Exercise
10:05	Break
10:20	Decision Making Exercises
11:25	Evaluation
11:30	Lunch

Kathryn Harris, Counselor
Nannell Grube, Counselor
Career Education

VALUES CLARIFICATION PRESENTATION
John's Hopkins University
Supervision in the Elementary School (5.432)
March 12, 1975

I. Values Clarification Theory
   Coat of Arms

II. Exercises: 20 Things I Like To Do

III. Discussion: Using Values in the Classroom

IV. Exercises: Values Voting
   Forced Choice

V. Exercise: Alligator River

VI. Exercise: Fallout Shelter

VII. Distribution of Materials:
   The Goal of Values Clarification
   Assorted Exercises
   Warm Fuzzy Story

Nannell Grabe
Counselor, Career Education
Anne Arundel County Schools

(5)

SUGGESTED COUNSELOR ACTIVITIES RELATED TO IMPLEMENTATION OF CAREER EDUCATION OBJECTIVES

Revised
July, 1975

____
(School)

__________ Consult with administration about implementation of Career Ed related objectives, skills and policy.

__________ Implement CEEB Decision-making program through faculty workshops.

__________ Implement CEEB Decision-making through class groups working with the classroom teacher.

__________ Implement CEEB Decision-making program through small group career guidance sessions.

__________ Implement self-concept materials at my level with teacher or student groups.

__________ Implement Values Clarification strategies in faculty workshops.

__________ Implement Values Clarification strategies in class groups working with the classroom teacher.

__________ Implement Values Clarification strategies in small group career guidance sessions with students or teachers.

__________ Examine "Me & Jobs" (middle/junior high) and begin implementation.

__________ Become trained as a facilitator in the Texas Group Guidance program (senior high).

__________ Involve teachers in the Texas Group Guidance program and facilitate a class group.

__________ Coordinate and conduct career guidance groups with students.

__________ Coordinate and conduct career guidance groups with teachers.

__________ Coordinate and conduct career guidance groups with parents.

__________ Assist teachers in setting up and conducting career guidance groups.

__________ Develop a Career Resource Center in the Media Center utilizing paraprofessionals and/or student aides.

__________ Borrow the filmstrip on Career Centers and view it.

__________ Develop and maintain community business/industry resource file.

__________ Survey parents for use as speakers or work places to visit.

__________ Develop and maintain a parent resource file.

__________ Coordinate career related activities (field trips) outside of the school.

__________ Consult with teachers about their units which develop and clarify self-concept.

__________ Demonstrate materials which develop and clarify self-concept.

__________ Coordinate and/or take an active part in a Career Ed. PTA Night.

__________ Conduct parent groups in decision-making, values clarification, communication, assessment, attitude, etc. skills.

__________ Begin implementation of the counselor-teacher model as outlined in the proposal.

__________ Consult with the Career Education Resource Counselor (923-2200).

__________ Consult with the Career Education Resource Teachers in your area.

__________ Visit the Career Ed. Resource Teachers at the Area Offices and become familiar with the materials.

__________ Consult with media specialists, department chairpersons, grade-group chairpersons, and/or administrators about purchasing career ed. materials.

__________ Visit and confer with counselors who have implemented facets of the career ed. program in Anne Arundel County and/or other counties.

__________ Coordinate a meeting between teachers in your school and teachers in other schools who have successful career ed. programs.

__________ Plan an occupational information course for students in your schools.

__________ Coordinate a needs-assessment survey for students in your counseling population.

__________ Investigate the programs at the Vo-Tech Centers in order to better answer questions from students and parents regarding the Voc. Ed. Program.

__________ Attend a workshop at a Vo-Tech Center to become familiar with the courses offered.

__________ Contact the Social Studies, Math, Science, or Language Arts Resource Teachers in your area in order to become familiar with the new curriculums.

__________ Contact the above Resource Teachers for suggestions as to how to implement Career Ed. - Guidance objectives through these subjects.

ACTIVITIES OTHER THAN THOSE LISTED ABOVE THAT WILL BE IMPLEMENTED IN MY SCHOOL.

PROPER CONDUCT DURING AN INTERVIEW

1. Take a deep breath just before you go in.

2. Smile as you enter.

3. Give you name distinctly.

4. Men should use a firm handshake. Women are not expected to extend their hands.

5. Don't hang up your coat and hat unless given the invitation. You many create the impression that you are going to stay a long times.

6. State you specific job interest.

7. Never answer "Anything" when asked, "In what kind of work are you interested?" "Anything" is the red flag! It means nothing.

8. Let the interviewer take the initiative.

9. Answer all questions fully, truthfully and concisely. Watch the interviewer's attitude and mannerisms to ascertain how much to say. Do not talk yourself out of a job!

10. Avoid using slang.

11. Be poised and relaxed.

12. Look directly at the interviewer when talking with him, not at the walls or out the window.

13. Refrain from smoking unless invited.

14. Show interest in the job for which you are applying.

15. Never criticize others, including your former employer, even if justified.

16. Never beg for a position.

17. Do not argue or discuss your troubles

18. Leave promptly when the interviewer indicates the interview has ended.

19. Express appreciation for the interview. If you don't get the job, even if you get no encouragement, smile and be a good sport.

20. Thank the receptionist or other person who introduced you.

PAGES 157 THROUGH 160 CONTAINING A MEMO LISTING THE NAMES AND GRADES OF STUDENTS PARTICIPATING IN A TYPING PROGRAM WERE REMOVED FROM THIS DOCUMENT PRIOR TO ITS BEING SHIPPED TO THE ERIC DOCUMENT REPRODUCTION SERVICE.

ELEMENTARY TYPEWRITING

June 1975

Submitted by:
Maxine Kirkley
Career Education

ELEMENTARY TYPEWRITING -- AREA I

June 1975

School	Typewriters		Tables and Chairs		Number of Students in the Program			
	School Provided	Career Ed. Provided	School Provided	Career Ed. Provided	71-72	72-73	73-74	74-75
elle Grove		30 (33)*		38	90	—	—	50
omwell		36		38	—	91	93	—
len Burnie Park		31		40	—	—	105	90
lendale	35			0 (35)*	—	—	—	---
Park		20		20	110	118	120	85
Point Pleasant		31 (41)*		34 (40)*	—	170	190	175
chard Henry Lee	18		18		—	105	89	93
Rippling Woods	30		30		—	—	—	185
oodside	18			22 (40)*	—	—	60	65
TOTALS					200	484	657	743

* Number in parentheses represents the number originally given the school.
Typewriters at Belle Grove and Point Pleasant were stolen.
Tables at Point Pleasant and Woodside were moved to other schools.
Tables at Glendale were not satisfactory and are being moved to three other schools.

ELEMENTARY TYPEWRITING -- AREA II

June 1975

School	Typewriters		Tables and Chairs		Number of Students in the Program			
	School Provided	Career Ed. Provided	School Provided	Career Ed. Provided	71-72	72-73	73-74	74-75
NONE								

June 1975

ELEMENTARY TYPEWRITING -- AREA III

School	Typewriters		Tables and Chairs		Number of Students in the Program			
	School Provided	Career Ed. Provided	School Provided	Career Ed. Provided	71-72	72-73	73-74	74-75
Brock Bridge	25			Cannot get tables for them	—	—	---	---
Crofton Woods	15			25	—	—	—	
Manor View	32		32		—	—	—	165
Maryland City	8	13		20	—	—	—	17**
Millersville	12	21		33 (40)*	—	—	125	121
Odenton (unable to begin program due to vandalism)	13			13	—	—	—	---
Severn	14			14	—	—	—	45
TOTALS					0	0	125	348

* Number in parentheses represents the number originally given the school.
+ Tables at Millersville were moved to Odenton.
** Low reading group

ELEMENTARY TYPEWRITING -- AREA IV

June 1975

School	Typewriters		Tables and Chairs		Number of Students in the Program			
	School Provided	Career Ed. Provided	School Provided	Career Ed. Provided	71-72	72-73	73-74	4-75
Central Avenue	7		10		—	—	—	14**
TOTALS					0	0	0	14

** Did not start until late spring.

SUMMARY

Totals by Years	Area I	Area II	Area III	Area IV
71-72	200	—	—	—
72-73	484	—	—	—
73-74	657	—	125	—
74-75	743	—	348	14
Totals	2084	—	473	14

The following schools have had at least one of their teachers attend the Elementary Typewriting Workshop:

Belle Grove
Glen Burnie Park
Glendale
Park
Richard Henry Lee
Woodside

Teachers from schools that do not have the typing program at this time have attended the workshop.

Each school is given a textbook, You Learn To Type by Lloyd and Krevolin, for each typewriter plus one or two for the teachers.

Each teacher attending the workshop receives a copy of the textbook and a copy of the Elementary Typewriting Manual which gives helpful hints and suggestions on teaching the typing classes.

TYPING WORKSHOP FOR ELEMENTARY TEACHERS

	Names of Participants	School
73-74	Fisher, Eleanor	Woodside
	Flowers, Bettye J.	Glen Burnie Park
	Freeland, Betty	Park Elementary
	Gravely, Gloria Jean	Glen Burnie Park
	Havlik, Mary C.	High Point Elementary
	Jenkins, Cynthia	Park Elementary
	Little, Dinah	Millersville Elem.
	McEachern, Ellen	Woodside
	McGinnis, Jeanne	Jacobsville
	Olmsted, Susan E.	Career Education
	Opatka, Kathleen	North Glen
	Pukmos, Yvonne K.	North Glen
	Torovsky, Margaret K.	Eastport Elem.
	Watters, Peg	Germantown Intermediate
	Watts, Virginia A.	Glen Burnie Park
74-75	Burch, Alice	Richard Henry Lee
	deArmond, Bobbye Ringo	Manor View
	Doyle, Sharyn Faye	Belle Grove
	Haeffner, Mary Elizabeth	Belle Grove
	Matthews, Nanine Carolyn	Quarterfield Elem.
	Parulis, Shirley Mae	Glendale Elem.
	Pegram, James W.	Manor View
	Thomas, Claudell Jurline	Tyler Heights
	Todd, Elizabeth Carson	Maryland City
	Weber, Elaine Catherine	High Point

ACCESSION NUMBER: VT102861

PUBLICATION DATE: NOV75

TITLE: POLICY-MAKING FOR VOCATIONAL EDUCATION.

DESCRIPTOR: *POLICY FORMATION; *VOCATIONAL EDUCATION; *STATEWIDE PLANNING; *EDUCATIONAL OBJECTIVES; *EDUCATIONAL POLICY; PERSONNEL POLICY; FINANCIAL POLICY; SECONDARY EDUCATION; POST SECONDARY EDUCATION; EVALUATION

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ABSTRACT: THIS REPORT IS THE RESULT OF A NATIONAL PROJECT CONDUCTED FOR THE PURPOSE OF DEVELOPING STATE LEVEL POLICIES FOR VOCATIONAL EDUCATION. PARTICIPANTS FROM FIVE STATES WERE SELECTED TO REVIEW AND UPDATE PRINCIPLES OF VOCATIONAL EDUCATION AND TO FORMULATE POLICY STATEMENTS IN FOUR BASIC AREAS: PROGRAM, PERSONNEL, FINANCE, AND EVALUATION. THESE STATEMENTS ARE NOT OPERATIONAL POLICIES OR RULES AND REGULATIONS, BUT ARE GENERAL STATEMENTS TO PROVIDE ASSISTANCE TO ALL STATES AS THEY REVIEW AND ESTABLISH A STATEWIDE POLICY FOR QUALITY VOCATIONAL EDUCATION. ALTHOUGH INTENDED PRIMARILY FOR POLICY-MAKERS AT THE STATE LEVEL, THIS REPORT SERVES AS A GUIDE FOR ALL PERSONS, STATE, COUNTY, AND LOCAL, WHO MOLD OR CONTRIBUTE TO STATE POLICY. INCLUDED IN THE REPORT ARE A SELECTED BIBLIOGRAPHY AND APPENDIXES LISTING PROJECT PARTICIPANTS, ADVISORY COMMITTEE MEMBERS, AND RESOURCE PERSONNEL. (AUTHOR/RG)

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POLICY-MAKING for VOCATIONAL EDUCATION

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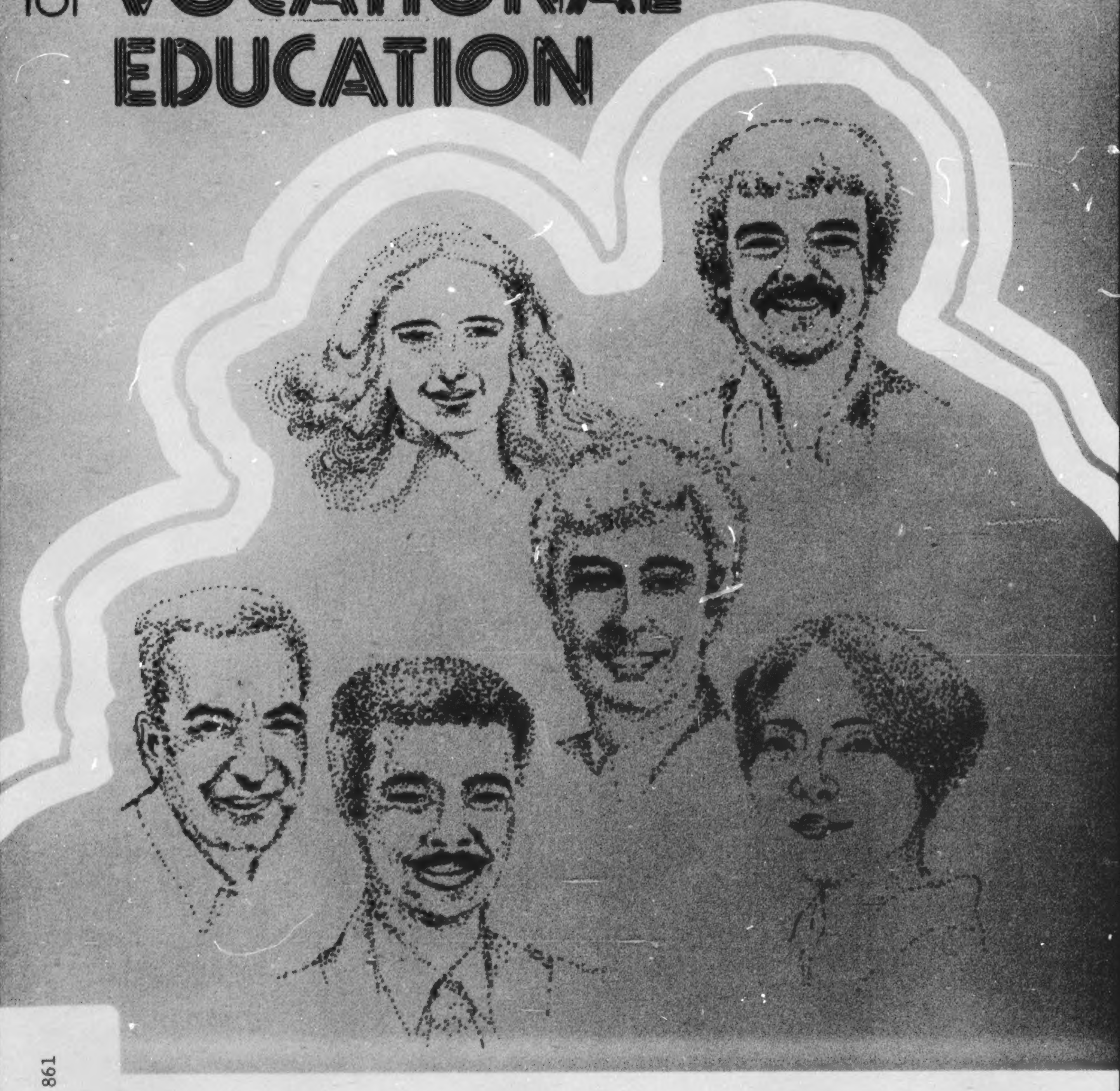

VT 102 861

SUGGESTIONS: for developing and implementing policies for vocational education in the states

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POLICY-MAKING

FOR

VOCATIONAL EDUCATION

Division of Vocational Education
University of California
November, 1975

The activities which are reported herein were supported in whole or part by the U.S. Office of Education, Department of Health, Education and Welfare in cooperation with the Bureau of Educational Personnel Development, under the Education Professions Development Act. Contractors conducting such projects under Government sponsorship are encouraged to freely express their professional judgment in the conduct of the project. Points of view or opinions stated do not necessarily represent official U.S. Office of Education policy.

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FOREWORD

One of the persistent stumbling blocks in the pathway to quality vocational education programs has been the nature of, or in many instances the lack of, policy for vocational education at the state level. Some states presently have excellent statements of policy, but many do not. This project was planned to provide assistance to all states as they review or establish basic statewide policy for vocational education.

This project was a long time in the planning stage. It would have been perfectly possible for a person with extensive expertise in vocational education to develop some reasonable statements of statewide policy. But no one individual, despite extensive experience, could really feel the pulse of the nation as to the nature of appropriate contemporary statements of policy for vocational education at the state level.

Five states were selected for participation in the project . . . Washington, California, Texas, Ohio and Georgia . . . as having a representative sampling of vocational education programs in the nation. Six persons in positions involving policy formation were invited from each of the five states to form the project participant group (Appendix A). These participants represented vocational education at all levels; high school, adult school and community college. From the over 500 years of experience and the broad backgrounds of interest of the participants, it was possible to construct a consensus representing state vocational education policy with implications for local policy needs.

The total group met five times, one conference in each of the five states, to formulate policy statements. This proved to be an exciting professional experience for the total group because it was necessary to avoid provincialism and maintain a nationwide point of view. At the five conferences, the participants reviewed and reinterpreted the principles upon which vocational education is based, and identified or developed policy statements around categories that had been identified by the project's national advisory committee (Appendix B) at a December, 1974 meeting. The opinions of the persons attending the five conferences were supplemented, reinforced, and in some cases modified, by resource people who provided background material and insight on the topic of each particular meeting.

Upon completion of the five national conferences, a summary conference was held in August, 1975, with representatives from each of the participating states, for the purposes of making a final review and accomplishing a partial editing of the report. A meeting of the advisory committee was held on the day following the summary conference. A final review was held with representatives of the U.S. Office of Education in October, 1975.

This report is intended as a guide for all persons; state, county, and local, who mold or contribute to statewide policy for vocational education. Principles which have been restated and updated in order to serve as a basis for policies are included in the report. Policy statements concerning program, personnel, fiscal operation, and evaluation are included in an attempt to isolate and delineate some of the factors that effect the everyday operation of vocational education at the state level. The statements in this report are not operational policies, or rules and regulations, but are general statements that may be used to express the intent of society, business, industry, labor and the education hierarchy.

The Division of Vocational Education, University of California, Los Angeles, California, planned and conducted the project and the conferences that were part of the project. J. Lyman Goldsmith, retired Los Angeles City Schools Administrator, managed the project. He and his assistant arranged conference sites, schedules and activities, prepared conference materials, finalized agendas, arranged for resource services (Appendix C), handled project details, and reported project findings. Paul Bott assisted in project management and was responsible for research and writing. Clarence Fielstra, operating as an independent evaluator, evaluated all project activities and outputs. Nancy Goff, Administrative Assistant, and Judy Madson, Secretary, handled fiscal and secretarial details.

Melvin L. Barlow, Director
Division of Vocational Education
University of California

Los Angeles
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INTRODUCTION

The statements of vocational education principles and policies presented in this report must be viewed in relation to the historical background of vocational education planning and implementation in the United States. The statements of principles are not new, but are refinements and reinterpretations of statements that have previously been made. Not all of the policy statements are new, but many of them have been revised and updated.

By 1917, when implementation of the vocational movement in education began, at least eleven years of careful study had been devoted to the fundamental issues related to vocational education. Proponents of the vocational education movement had been careful to "think through" in great detail the purposes, the practices, and the ultimate goals of vocational education. This planning process had involved participation from a wide range of the American public. The list of such persons, if it could be reproduced, would represent a who's who of business, industry, agriculture, education, and the public at large. These were the men and women who believed in providing a better deal for the youth and adults who needed to improve their positions in the world of work. From the beginning, vocational education has been concerned with people and the work that they do.

The professional association which represented the interests of the growing number of people with concerns for vocational education was the National Society for the Promotion of Industrial Education, founded in New York in 1906. (This group is now known as the American Vocational Association.) Because vocational education was of national concern, because of the mobility of labor, and because of financial limitations among the states, the Society sought federal appropriations for secondary and adult vocational education to match the Congressional action for the colleges in 1862—the Morrill Act.

A long period of study, 1906-1917, by the professional association preceded congressional action. During this period many foundation elements for vocational education were examined in detail. Members of the Society came to agreement on the basic issues that they wanted as generalizable items to be applied to all of vocational education. For example, in 1907, they came to a conclusion on the question as to whom vocational education was to be made available. Their actual statement reads as follows: "race, creed, color, sex, or national origin shall not debar anyone from vocational education."

These foundation elements were identified in the proceedings and reports of the National Society for the Promotion of Industrial Education and were debated in annual meetings of the Society. Few areas of education have had such a thorough review before being implemented as did vocational education. The professional literature of the period, newspapers, and popular periodicals picked up the Society's ideas for comment and review. At one period of time, circa 1912-1914, Senator Carroll S. Page estimated that his activities alone concerning vocational education had reached more than ten million people. The early activities and studies resulted in the passage of the Smith-Hughes Act in 1917.

At the beginning of the vocational education movement there were no "experts" in vocational education. The principles and practices had to be learned by each person. A philosophy (as the term is used loosely in vocational education) had to be developed. This philosophy consisted actually of an understanding of the basic principles which had been identified between 1906 and 1917. The early teachers of the philosophy, policy, and principles of vocational education were the persons who had participated in developing the foundations for the structure of vocational education.

Presently, three generations later, these early leaders are gone. Few people now active in vocational education have had the privilege of "sitting at the feet of the masters" to learn about vocational education and thus develop a sound commitment to the field—a commitment based upon foundation principles.

The enactment of the two federal vocational education acts of 1963 and 1968 has proved to be a major cause of the tremendous increase in the number of vocational programs in the last fifteen years. Yet, parts of the allocations under the federal legislation have never been used, often because there has existed no policy or system for using the funds efficiently and effectively once they were released. Too often the policies that have been adopted by states have been adopted solely for the purpose of accepting certain funds provided by the federal legislation. Policy at the state level has not been adjusted to meet the new goals set for the vocational education effort by federal legislation, industry, and society.

To achieve the national goals of vocational education, wise planning and vigorous action is required of people in leadership positions. Educational decision-makers must be directly involved in the development of policy that will govern the nation's schools if national goals are to be met.

One of the major purposes of this project was to review and reinterpret some of the early principles of vocational education and then suggest optimum policy statements for use in four basic areas—program, personnel, finance, and evaluation. The project was an attempt to develop ways and means to increase the impact of vocational education funds by encouraging the highest level of decision-makers from five states to be participants in a leadership program that had as an aim the development of policy for vocational education that is based on sound social, philosophical, and economic principles.

When "vocational education" is referred to in this report, it should be understood that "quality vocational education" is meant: Quality vocational education has such components as:

(1) a qualified, competent staff;

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(2) meaningful, effective, up-to-date curricula offerings;

(3) placement assistance for individuals who have received instruction;

(4) supportive community and business-industry elements; and

(5) built-in self adjusting mechanisms that anticipate or react to the demands of the labor market and society.

The policy statements contained in this report are generalizable to all vocational education and are prescriptive only in the sense that they provide examples from which rules may be developed. Administrative prescriptive rules, if they are needed at all, should be developed on the basis of general policy statements. The policy statements in this report have not been given any order of priority.

For Whom is This Report Intended?

This report is intended primarily for policy-makers at the state level; such as persons in education and areas of state government who occupy a decision-making role related to vocational education, or those who are in a position to influence policy at the state level. Included as policy-makers are members of state boards of education, state vocational education advisory committees, state boards of vocational education, and other state boards that have official functions related to vocational education. In addition, the report is intended for any person (state, county, and local) whose actions and pronouncements mold or contribute to statewide policy for vocational education.

How Can This Report be Used?

States vary widely in the extent to which they have developed viable, up-to-date policy for vocational education. While some states do have excellent policy statements, others do not. This report can be used by all states to review their own policy statements about vocational education, and to update, extend, or modify such policy statements. States can make an issue of having sound policy—policy that can be generalizable to all vocational education programs, and policy that is not prescriptive. States can review their "rules and regulations" for vocational education—the prescription for vocational education in a state—and can test or match the prescription against their policy. States may wish to incorporate their policy related to vocational principles in their state education codes, thereby declaring that policy to be that of the people of the states.

PRINCIPLES OF VOCATIONAL EDUCATION

To be effective, a policy must be based upon an underlying belief or assumption. Principles are basic truths, laws, or assumptions which determine the intrinsic nature or behavior of vocational education. Principles serve as the basis for policy and are inextricably bound to the economy, the labor force, and the social structure. The majority of the principles that guide vocational education today were first delineated during the period 1906 through 1917, and have been periodically reinterpreted to reflect changes in society, business, industry, and education. Principles that were first expressed as beliefs or theories, have since 1917 been verified and are now considered as standards or basic truths.

The principles contained in this report are based on beliefs as to what is or should be true in vocational education. Each statement is presented as if it actually is true, even though in some cases this ideal may not yet be reached.

The principles that are listed in this report are of a broad philosophical nature and are not intended as operational guidelines or rules and regulations.

Individual states may wish to use the principles contained in this section as the basis for broad general policies and then translate those policies into operational policies and rules and regulations.

- VOCATIONAL EDUCATION BENEFITS AND IS THE SHARED RESPONSIBILITY OF THE NATION, THE STATE AND THE LOCAL COMMUNITY.

- VOCATIONAL EDUCATION REQUIRES A COMPETENT STAFF WITH EXPERTISE IN THE FIELDS FOR WHICH THEY ARE RESPONSIBLE.

- VOCATIONAL EDUCATION IS DEVELOPED, CONDUCTED, AND EVALUATED IN CONSULTATION WITH APPROPRIATE ADVISORY COMMITTEES.

- VOCATIONAL EDUCATION IS BASED UPON A SYSTEMATIC ASSESSMENT OF SOCIAL, ECONOMIC, AND EMPLOYMENT NEEDS.

- VOCATIONAL EDUCATION REFLECTS AND ANTICIPATES THE CHANGING ATTITUDES AND VALUES OF SOCIETY AS WELL AS THE CHANGING REQUIREMENTS OF BUSINESS AND INDUSTRY.

- VOCATIONAL EDUCATION BENEFITS INDIVIDUALS IN RELATION TO ECONOMIC NECESSITY, PERSONAL SATISFACTION AND COMPETENCE ON THE JOB.

- VOCATIONAL EDUCATION PROVIDES OPTIONS THAT WILL BENEFIT INDIVIDUALS ENTERING, UPGRADING OR RETRAINING FOR EMPLOYMENT.
- VOCATIONAL EDUCATION PROVIDES FOR THE UNIQUE NEEDS, EXPERIENCES, AND VARYING ABILITIES OF INDIVIDUALS.
- VOCATIONAL EDUCATION IS OF DIRECT VALUE TO SOCIETY IN RELATION TO THE STABILITY OF THE ECONOMY AND THE SUPPLY AND DEMAND OF THE LABOR FORCE.
- VOCATIONAL EDUCATION PROVIDES OPPORTUNITIES FOR INDIVIDUALS TO DISCOVER AND DEVELOP THEIR VOCATIONAL INTERESTS AND ABILITIES AND TO BE ASSISTED TOWARD PLACEMENT IN THE OCCUPATION FOR WHICH THEY HAVE RECEIVED INSTRUCTION.
- VOCATIONAL EDUCATION DEVELOPS WORK ATTITUDES, SALEABLE SKILLS, AND USABLE KNOWLEDGE RELATED TO EMPLOYMENT.
- FLEXIBLE ENTRY AND EXIT FOR INDIVIDUALS IS A CHARACTERISTIC OF VOCATIONAL EDUCATION.
- VOCATIONAL EDUCATION IS APPROPRIATE FOR ALL INDIVIDUALS WITHOUT REGARD TO SEX, CREED, RELIGION, RACE, GEOGRAPHICAL LOCATION, OR PHYSICAL OR MENTAL HANDICAPS.
- VOCATIONAL EDUCATION IS AN IDENTIFIABLE INTEGRAL COMPONENT OF QUALITY COMPREHENSIVE EDUCATIONAL SYSTEMS.
- VOCATIONAL EDUCATION CONTRIBUTES TO THE CONCEPT THAT AN INDIVIDUAL'S OCCUPATION IS A MAJOR COHESIVE FORCE IN THE CONTINUITY OF THAT INDIVIDUAL'S LIFE.
- VOCATIONAL EDUCATION LEARNING IS MORE EFFECTIVE WHEN IT OCCURS IN A CONTEXT THAT EITHER IS OR SIMULATES AN ACTUAL JOB SITUATION.
- VOCATIONAL EDUCATION IS CONCERNED WITH THE TOTAL GROWTH OF INDIVIDUALS.
- VOCATIONAL EDUCATION IS FOR THOSE INDIVIDUALS WHO NEED IT, WANT IT, AND ARE ABLE TO PROFIT BY IT.

- VOCATIONAL EDUCATION IS HELD ACCOUNTABLE AND IS EVALUATED ON THE BASIS OF OBJECTIVES, PROCESSES, PRODUCTS, COSTS AND COMMUNITY ACCEPTANCE.

- VOCATIONAL EDUCATION IS COORDINATED AMONG THE VARIOUS AGENCIES AND INSTITUTIONS SO AS TO MAXIMIZE AVAILABLE RESOURCES.

PROGRAM POLICIES

The total vocational education program consists of the courses, sequence of courses, or groups of courses that comprise the total offerings in vocational education. The program could be as broad as the occupational structure itself except that federal legislation under the title of "vocational education" does not include occupations that are classified as *professional* or that require a *baccalaureate or higher degree.*

The vocational education program is intended to be closely related to the occupations or jobs that employ most of the people. In this sense the program is sensitive to employment and can be expected to change as employment demands fluctuate or change. As new occupations and jobs are developed that create an employment market, vocational education is expected to adapt its program to include these new employment areas. Similarly, as old occupations cease to provide an employment market, vocational education is expected to reject such preparation as a part of its program.

An apparent conflict of principles frequently appears when an enrollment demand exists, but an employment demand does not exist. Denying individuals the right to instruction they desire—the freedom of choice concept—appears to be inconsistent when one applies the employment potential concept. The freedom of choice concept is modified in vocational education theory by an additional phrase—"must be able to profit from the instruction." Since an ultimate aim of vocational education is to educate people so that they might be placed in a job, "profit" is often interpreted to have a "monetary" value rather than a "personal" value overtone. So, in a sense, complete freedom in program development is modified by employment opportunities.

The vocational education program is also influenced by the "availability" concept in vocational education. It is incumbent upon the states to study carefully the availability concept and to make it possible for vocational education instruction to be "available" to all. Extremes in the application of the availability concept appear at times to have impossible, or impractical solutions.

The policy statements in this section address the extent and scope of vocational programs, the people to be served, and criteria for use in program planning. In many instances, these statements could be directly incorporated into state education codes, while in other cases they might require some modification in order to fit state education patterns.

- VOCATIONAL EDUCATION SHALL BE PROVIDED TO THE EXTENT THAT ALL INDIVIDUALS LEAVING OR GRADUATING FROM EDUCATIONAL INSTITUTIONS WILL HAVE HAD THE OPPORTUNITY TO OBTAIN A SALEABLE SKILL.

- VOCATIONAL EDUCATION PROGRAMS SHALL PROVIDE FOR A REALISTIC BALANCE BETWEEN THE VOCATIONAL INTERESTS OF INDIVIDUALS AND THE NEEDS OF BUSINESS, INDUSTRY, AND SOCIETY.

- VOCATIONAL EDUCATION PROGRAMS SHALL INCLUDE INSTRUCTION IN READING, ORAL AND WRITTEN EXPRESSION, COMPUTATION, AND SOCIAL INTERACTION AS THEY ARE REQUIRED BY THE OCCUPATIONS.

- VOCATIONAL EDUCATION PROGRAMS SHALL PROVIDE OCCUPATIONAL INFORMATION AND GUIDANCE.

- VOCATIONAL EDUCATION PROGRAMS SHALL BE DESIGNED TO SERVE ALL INDIVIDUALS OF SECONDARY SCHOOL AGE OR OLDER, INCLUDING THOSE WHO HAVE ACADEMIC, SOCIOECONOMIC, CULTURAL, PHYSICAL OR OTHER HANDICAPS, AND WHO NEED OR CAN PROFIT FROM THE INSTRUCTION.

- VOCATIONAL EDUCATION PROGRAMS SHALL BE DESIGNED (1) TO PREPARE OR RETRAIN YOUTH AND ADULTS FOR EMPLOYMENT OR FOR ADVANCEMENT IN RECOGNIZED AND NEW AND EMERGING OCCUPATIONS; OR (2) TO PREPARE INDIVIDUALS FOR ENROLLMENT IN ADVANCED VOCATIONAL EDUCATION PROGRAMS.

- VOCATIONAL EDUCATION SHALL BE PROVIDED FOR YOUTH AND ADULTS TO ENABLE THEM TO BE PREPARED FOR, RETRAINED, OR UPGRADED IN RECOGNIZED AND NEW AND EMERGING OCCUPATIONS.

- VOCATIONAL EDUCATION PROGRAMS SHALL BE PROVIDED THAT ALLOW INDIVIDUALS THE OPPORTUNITY TO ENTER, PROGRESS, AND EXIT AS THEIR SPECIFIC NEEDS DICTATE.

- VOCATIONAL EDUCATION PROGRAMS SHALL BE DEVELOPED AND PERIODICALLY REVISED TO REFLECT SOCIETAL, ECONOMIC, AND OCCUPATIONAL CHANGES.

- VOCATIONAL EDUCATION THAT IS REALISTIC IN TERMS OF ACTUAL OR ANTICIPATED OCCUPATIONAL REQUIREMENTS SHALL BE PROVIDED TO ALL INDIVIDUALS WHO NEED IT AND ARE ABLE TO PROFIT FROM IT.

- VOCATIONAL EDUCATION PROGRAMS SHALL BE DEVELOPED WITH INPUT FROM SUCH AGENCIES AS LABOR, EMPLOYMENT OR MANPOWER, COMMUNITY, AND EMPLOYER GROUPS.

- VOCATIONAL EDUCATION PROGRAMS SHALL BE DEVELOPED IN CONSIDERATION OF NATIONAL, STATE AND LOCAL LABOR MARKET FORECASTS.

- VOCATIONAL EDUCATION PROGRAM OFFERINGS SHALL BE DETERMINED ON THE BASIS OF IDENTIFIABLE NEEDS, OCCUPATIONAL ADVISORY COMMITTEE RECOMMENDATIONS, EMPLOYMENT STATISTICS, AND CURRENT OCCUPATIONAL SURVEYS.

- VOCATIONAL EDUCATION ACTIVITIES, SUCH AS PLANNING, PROGRAMMING, OPERATING, AND EVALUATING, SHALL BE APPROPRIATELY ARTICULATED AMONG ALL AGENCIES AND INSTITUTIONS INVOLVED.

- VOCATIONAL EDUCATION INSTITUTIONS AND AGENCIES WITHIN THE STATE SHALL STRUCTURE INFORMATION SYSTEMS WHICH SHALL INCLUDE COMMON DATA ELEMENTS TO AID IN PROGRAM DECISION-MAKING AND LEGISLATIVE ANALYSIS.

PERSONNEL POLICIES

An effective comprehensive vocational education program can only be implemented and made operationally functional today with a qualified and competent staff of teachers, supervisors and administrators.

Federal legislation has not addressed the personnel problem in vocational education since the Smith-Hughes Act of 1917. In the past, primary concern was based on the teacher and teacher competence. Vocational personnel thought to be competent at the time they were hired were assumed to be competent forever. To some degree, in this same period of time, state-level policies have been directed toward those who plan, organize and administer vocational education programs rather than those who teach. A new look at state-level policies for vocational education personnel is needed.

Vocational teachers supply learning experiences in the applied, theoretical, and socio-cultural domains and serve as models by virtue of their competence and behavior. Vocational education supervisors and administrators must know and use occupational subject area content, management methods and techniques, and interpersonal relations. Vocational teacher educators must use up-dated teaching techniques and serve as models for vocational teachers.

These statements are related to statewide personnel policies and are limited to personnel identified as instructors, coordinators, supervisors, directors, teacher educators, or other similar titles for personnel in vocational education. This section does *not* include statements related to students. States may wish to add policies for students to complete their policy statements.

- ALL INSTRUCTIONAL, SUPERVISORY, ADMINISTRATIVE, AND TEACHER EDUCATION PERSONNEL IN VOCATIONAL EDUCATION AT THE STATE AND LOCAL LEVELS SHALL MEET MINIMUM PROFESSIONAL STANDARDS WHICH ARE SET AND PERIODICALLY REVIEWED AND UPDATED BY AN APPROPRIATE STATE AGENCY.

- ALL VOCATIONAL EDUCATION PERSONNEL (INSTRUCTIONAL, SUPERVISORY, ADMINISTRATIVE AND TEACHER TRAINING) SHALL:

  (A) BE COMPETENT VOCATIONAL TEACHERS;

  (B) BE OCCUPATIONALLY PROFICIENT IN THEIR FIELD OF INSTRUCTION OR SUPERVISION; AND

  (C) POSSESS ACTUAL WORK EXPERIENCE BEYOND THE LEARNING PERIOD IN THEIR FIELD OF INSTRUCTION OR SUPERVISION.

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- THE STATE SHALL SUPPORT DEVELOPMENT AND IMPLEMENTATION OF PRESERVICE AND INSERVICE EDUCATION IN THE PRINCIPLES AND PRACTICES OF VOCATIONAL EDUCATION FOR PERSONS WITH ADMINISTRATIVE RESPONSIBILITIES IN GENERAL EDUCATION.

- THE STATE SHALL MAINTAIN ADEQUATE PROGRAMS OF PRESERVICE AND INSERVICE EDUCATION FOR VOCATIONAL EDUCATION INSTRUCTIONAL, SUPERVISORY, ADMINISTRATIVE, TEACHER TRAINING, AND SUPPORT PERSONNEL.

- THE DEVELOPMENT OF INSTRUCTIONAL COMPETENCIES AND THE MAINTENANCE AND IMPROVEMENT OF OCCUPATIONAL SKILLS SHALL BE THE SHARED RESPONSIBILITY OF THE INDIVIDUAL, THE LOCAL EDUCATIONAL AGENCY, THE STATE AND THE TEACHER TRAINING INSTITUTIONS.

- APPROPRIATE CONSIDERATION IN THE FORM OF SALARY AND FRINGE BENEFITS SHALL BE GIVEN TO VOCATIONAL EDUCATION PERSONNEL BASED ON THEIR DEMONSTRATED OCCUPATIONAL COMPETENCE AS WELL AS PROFESSIONAL PREPARATION AND YEARS OF SERVICE.

- PERIODIC EVALUATION OF VOCATIONAL EDUCATION PERSONNEL SHALL BE CONDUCTED BY THE EMPLOYING STATE OR LOCAL AGENCY OR INSTITUTION.

- RECRUITMENT, SELECTION, EMPLOYMENT AND ADVANCEMENT OF VOCATIONAL EDUCATION PERSONNEL SHALL BE CONSISTENT WITH CURRENT AFFIRMATIVE ACTION POLICIES.

- THE STATE SHALL REQUIRE ALL VOCATIONAL EDUCATION PERSONNEL, INCLUDING TEACHERS, SUPERVISORS, ADMINISTRATORS, AND TEACHER EDUCATORS, TO HAVE INDIVIDUALIZED PLANS OF PERSONAL PROFESSIONAL DEVELOPMENT THAT WILL BE REVISED AS NEEDED.

- THE STATE SHALL PROVIDE ADEQUATE PROGRAM AND SUPPORT SERVICES FOR ORIENTING NEW PERSONNEL AT ALL LEVELS OF THE VOCATIONAL EDUCATION SYSTEM.

FISCAL POLICIES

The fiscal policies for vocational education at the state level proposed in this section involve much more than the development of statements concerning the expenditure of federal funds, although state policy must include items dealing with that issue. State policies regarding the financing of vocational education must relate to the total expenditures of funds for vocational education so that such funds are managed and spent wisely. It is in this sense that financial policy must be generated at the state level for the financing of vocational education in total.

The national program of vocational education was created as a general partnership between the federal government and the states. Federal funding of vocational education became necessary because the states could not financially support the program in its entirety. In 1917, the federal portion of the funds spent for vocational education was quite significant in relationship to the total amount. The original law for vocational education specified that the partnership be of the nature that each federal dollar be matched by state or local dollars, or both. The original concept still applies in vocational education, but in the years since 1917 the program has grown in size and expanded in offerings so that nearly 14 million students are now enrolled. The ratio between federal, state and local funding has changed significantly. The total cost of vocational education in the nation, combining federal, state, and local funds, amounts to $3.5 billion to $4.0 billion. Only about $600 million of this total national expenditure for vocational education is federal funds.

It was never intended that federal funding of vocational education should pay the total costs of vocational education. Although at the beginning of the vocational education movement the amount of federal funding approximated 50 percent of the total expenditures, that percentage has decreased considerably in the years that followed to approximately 15 percent. The total funding of vocational education is deemed now, as it always has been, a combination of funds from the federal government, the state governments, and the local governments.

The bulk of the funding for vocational education must of necessity come from the state and local governments. Just what part is borne by state funds and by federal funds varies among the states. Some states contribute significant amounts toward vocational education over and beyond the funding that is provided for all persons in school, while some states do not provide an adequate funding arrangement at the state level to conduct the vocational education program.

The statements in this section serve as guidelines for the states in examining their funding policy for vocational education and in generating appropriate state policy.

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- ALL LEVELS OF GOVERNMENT (NATIONAL, STATE AND LOCAL) SHALL COOPERATE IN FINANCING VOCATIONAL EDUCATION.

- FEDERAL VOCATIONAL EDUCATION FUNDS SHALL BE USED TO SUPPLEMENT STATE AND LOCAL FUNDS IN SUCH AREAS AS: (1) PERSONNEL DEVELOPMENT, INCLUDING TEACHER TRAINING AND LEADERSHIP DEVELOPMENT; (2) PROGRAM START-UP COSTS; (3) SPECIAL TRAINING NEEDS; (4) EQUIPMENT ACQUISITION AND REPLACEMENT; (5) CONSTRUCTION; (6) RESEARCH; AND (7) CURRICULUM MATERIALS DEVELOPMENT.

- STATE AND LOCAL FUNDS SHALL BE PROVIDED FOR BASIC VOCATIONAL EDUCATION COSTS AND FOR THE MAINTENANCE OF VOCATIONAL EDUCATION PROGRAMS.

- FUNDING OF VOCATIONAL EDUCATION PROGRAMS SHALL BE BASED ON A PLANNING SYSTEM WHICH IDENTIFIES AND THEN ELIMINATES OR AVOIDS UNNECESSARY PROGRAM DUPLICATION.

- THE ALLOCATION OF VOCATIONAL EDUCATION FUNDS TO LOCAL EDUCATIONAL AGENCIES SHALL CONSIDER SUCH FACTORS AS: IDENTIFIED NEEDS OF VOCATIONAL EDUCATION FOR THE POPULATION WITHIN THE LOCAL EDUCATIONAL AGENCY DISTRICT, SPECIFIC LOCAL PLANS TO MEET THE IDENTIFIED NEEDS, THE COMPATABILITY OF SUCH PLANS WITH LONG-RANGE OBJECTIVES, CURRENT AND PROJECTED LABOR MARKET NEEDS, AND JOB OPPORTUNITIES AT THE NATIONAL, STATE, AND LOCAL LEVELS.

- THE STATE, WHEN ESTABLISHING RATES OF REIMBURSEMENT FOR THE RESIDUAL OR EXCESS COSTS OF VOCATIONAL EDUCATION, SHALL CONSIDER SUCH FACTORS AS THE SOCIOECONOMIC LEVEL OF THE POPULATION TO BE SERVED AND THE TAX BASE OF LOCAL EDUCATIONAL AGENCIES.

- THE CONTINUED DISBURSEMENT OF STATE AND FEDERAL VOCATIONAL FUNDS TO LOCAL EDUCATIONAL AGENCIES SHALL BE BASED ON THE ABILITY OF THE VOCATIONAL PROGRAMS TO ACHIEVE SPECIFIED, MEASURABLE OBJECTIVES.

- THERE SHALL BE A SINGLE PLAN FOR VOCATIONAL EDUCATION IN THE STATE AND ONE AGENCY FOR RECEIPT AND DISBURSEMENT OF FEDERAL FUNDS, ALTHOUGH MORE THAN ONE ADMINISTRATIVE AGENCY MAY HAVE RESPONSIBILITY FOR ADMINISTERING PARTS OF THE PLAN.

- THE STATE SHALL ALLOCATE FUNDS FOR CONDUCTING VOCATIONAL EDUCATION RESEARCH, DEVELOPMENTAL PROJECTS, DEMONSTRATION PROGRAMS, AND EXEMPLARY PROJECTS.

- ACCOUNTING SYSTEMS SHALL BE DEVELOPED AND USED THAT ARE DESIGNED TO CLEARLY IDENTIFY RECEIPTS, DISBURSEMENTS, AND BALANCES OF THE SEVERAL FUNDS USED TO FINANCE VOCATIONAL EDUCATION.

- THE STATE SHALL ADVISE AND INFORM ALL LOCAL EDUCATIONAL AGENCIES AND INSTITUTIONS OF THE RESOURCES AND SERVICES AVAILABLE FOR PROGRAMMING, PLANNING AND BUDGETING OF VOCATIONAL EDUCATION ACTIVITIES.

- THE STATE SHALL ESTABLISH STANDARDS AND CRITERIA FOR THE DISBURSEMENT OF STATE AND FEDERAL MONIES TO MAINTAIN AND EXPAND VOCATIONAL EDUCATION.

- SCHOOL DISTRICTS WHICH ARE FINANCIALLY UNABLE TO PROVIDE FACILITIES AND EQUIPMENT, OR WHICH HAVE FEWER THAN THE REQUIRED NUMBER OF STUDENTS TO MAINTAIN A VOCATIONAL EDUCATION PROGRAM, SHALL ENTER INTO CONTRACTS OR AGREEMENTS WITH APPROVED EDUCATIONAL INSTITUTIONS FOR THE INSTRUCTION NEEDED.

EVALUATION POLICIES

It has been repeatedly recommended by curriculum and vocational education practitioners that an evaluation process be an integral part of the vocational education system in order to assure quality control. Evaluation, as an integral part of the instructional system, involves the students, instructors, administrators, advisory groups, and employers, and usually incorporates student follow-up studies. Evaluation reports typically provide statistical and verbal data that are used in the decision-making process.

Evaluation of students in terms of stated performance objectives must be an inherent part of the vocational program if the instructor is to know whether the students are ready for employment or advanced training at the end of the course or program. The results of student evaluations may serve as the basis for upgrading the quality of instruction, or for modifying the original course or program objectives.

Evaluation of vocational education personnel in terms of their qualifications and competencies is also needed in order to maintain a quality delivery system. Personnel evaluation may consist of self-evaluation, peer evaluation, or evaluation by persons external to the system.

The maintenance of a quality control system for vocational education requires evaluation of the goals, processes, and products of the vocational instruction. Quality assurance implies an interrelationship of the curriculum itself, the instruction and administration of the program, and the evaluation of the goals, processes, and products of the vocational education system. Curriculum, instruction, and evaluation are inseparable elements of the vocational education system. The statements related to evaluation of vocational education address the necessity of maintaining that interrelationship.

- EVALUATION SHALL BE AN INTEGRAL PART OF THE STATE'S VOCATIONAL EDUCATION SYSTEM, AND THE APPROPRIATE STATE AGENCY, THROUGH THE STATE PLAN FOR VOCATIONAL EDUCATION, SHALL MAKE PROVISIONS FOR PERIODIC AND CONTINUOUS EVALUATION PROCEDURES AT BOTH STATE AND LOCAL PROGRAM LEVELS.

- THE GOALS AND OBJECTIVES GENERATED BY THE PLANNING PROCESS SHALL BE REVIEWED AND EVALUATED BY GROUPS BOTH EXTERNAL AND INTERNAL TO THE FORMAL EDUCATION PROCESS.

- THE VOCATIONAL EDUCATION EVALUATION PROCESS SHALL INVOLVE, BUT NOT BE LIMITED TO, ADMINISTRATORS, TEACHERS, STUDENTS, COUNSELORS, AND OTHER SUPPORT STAFF.

- THE VOCATIONAL EDUCATION EVALUATION PROCESS SHALL INVOLVE PERSONS EXTERNAL TO THE FORMAL EDUCATIONAL PROCESS INCLUDING, BUT NOT LIMITED TO, REPRESENTATIVES OF COMMUNITY AND GOVERNMENTAL AGENCIES, BUSINESS, INDUSTRY, LABOR AND MANAGEMENT.

- THE STATE, IN COOPERATION WITH THE STATE ADVISORY COUNCIL FOR VOCATIONAL EDUCATION AND OTHER GROUPS, SHALL EVALUATE THE STATEWIDE ANNUAL AND LONG-RANGE VOCATIONAL PROGRAM OBJECTIVES.

- EVALUATION ACTIVITIES SHALL BE ESTABLISHED AND CONDUCTED AT PREDETERMINED INTERVALS IN THE PLANNING, DEVELOPMENT, AND OPERATION PHASES OF THE VARIOUS STATE AND LOCAL VOCATIONAL PROGRAMS.

- THE ASSESSMENT OF NEEDS AND THE ESTABLISHMENT OF QUANTIFIABLE GOALS AND OBJECTIVES DESCRIBING DESIRED OUTCOMES SHALL BE USED AS A BASIS FOR STATE VOCATIONAL EDUCATION PLANNING.

- EVALUATION OF STATE INSERVICE EDUCATION PROGRAMS SHALL BE PROVIDED FOR AND CONDUCTED BY THE APPROPRIATE STATE AGENCY, AND THE REPORTS OF SUCH EVALUATION STUDIES SHALL SERVE AS A BASIS FOR THE PLANNING AND REVISION OF SUCH PROGRAMS.

- THE VOCATIONAL EDUCATION PLANNING PROCESS SHALL BE DOCUMENTED IN SUCH A FORMAT THAT THE TECHNIQUES AND THE CONTENT OF THE PLANNING PROCESS MAY BE EVALUATED AND USED IN FUTURE PLANNING.

- THE STATE AND LOCAL PLANS FOR VOCATIONAL EDUCATION SHALL BE PERIODICALLY REVIEWED BY STATE ADVISORY COUNCILS AND OTHER GROUPS AT THE STATE AND LOCAL LEVELS.

- EVALUATION SYSTEMS OF STATE AND LOCAL AGENCIES SHALL BE COORDINATED TO ELIMINATE UNNECESSARY DUPLICATION OF EFFORT.

- VOCATIONAL EDUCATION PROGRAMS SHALL BE EVALUATED ON THE BASIS OF SUCH CRITERIA AS THE DEGREE TO WHICH STATED OBJECTIVES ARE MET, THE PROCESSES THAT ARE USED TO MEET THE OBJECTIVES, THE COSTS OF THE PROGRAMS, AND THE DEGREE OF COMMUNITY ACCEPTANCE OF THE PROGRAMS.

- THE DATA THAT ARE USED FOR VOCATIONAL EDUCATION PLANNING PURPOSES SHALL BE PERIODICALLY REVIEWED, REVISED, AND UPDATED BY GROUPS THAT INCLUDE REPRESENTATIVES FROM EDUCATION, GOVERNMENT, LABOR, MANAGEMENT, AND THE GENERAL PUBLIC.

- THE SYSTEM OF EVALUATION SHALL PROVIDE FOR FOLLOW-UP INFORMATION ON INDIVIDUALS LEAVING OR GRADUATING FROM VOCATIONAL EDUCATION PROGRAMS.

- ALL STATE AND LOCAL AGENCIES SHALL AGREE UPON AND UTILIZE COMMON ITEMS OF EVALUATION INFORMATION USEFUL TO DECISION-MAKERS.

- ALL VOCATIONAL EDUCATION EVALUATION REPORTS SHALL BE MADE AVAILABLE TO APPROPRIATE GROUPS AND AGENCIES.

- EVALUATION REPORTS SHALL BE WRITTEN USING TERMINOLOGY AND LANGUAGE THAT IS UNDERSTANDABLE BY THE GENERAL PUBLIC.

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ACCESSION NUMBER: VT102864

PUBLICATION DATE: 15OCT75

TITLE: CAREER EDUCATION NOW MODEL FOR CAREER EDUCATION CURRICULUM K-14 FOR A RURAL-URBAN SCHOOL DISTRICT. INTERIM REPORT (JULY 1, 1974-JUNE 30, 1975).

PERSONAL AUTHOR: TURPIN, JERRY PAUL

DESCRIPTOR: *COMPREHENSIVE PROGRAMS; *CAREER EDUCATION; *ELEMENTARY SECONDARY EDUCATION; CAREER AWARENESS; BEHAVIORAL OBJECTIVES; *CURRICULUM DEVELOPMENT; *TEACHER IMPROVEMENT; CAREER EXPLORATION

EDRS PRICE: MF AND HC AVAILABILITY WILL BE ANNOUNCED IN VOL. 9, NO. 6.

DESCRIPTIVE NOTE: 41P.; FOR A THIRD PARTY EVALUATION OF THE PROGRAM, SEE RELATED DOCUMENT VT 102 865 IN THIS ISSUE.

ABSTRACT: THE BEDFORD COUNTY PROGRAM WAS DESIGNED TO IMPLEMENT A TOTAL CAREER EDUCATION PROGRAM K-14. THE MODEL DELINEATES FOUR AREAS: ELEMENTARY AWARENESS, SECONDARY EXPLORATION, SECONDARY DISADVANTAGED CLASS, AND STAFF DEVELOPMENT. IN THE YEAR COVERED BY THIS ANNUAL REPORT, MAJOR EFFORT WAS DIRECTED TO ELEMENTARY TEACHER INVOLVEMENT AND THE WORK EXPERIENCE PROGRAM. AN ELEMENTARY TEACHERS' ACTIVITY GUIDE WAS REVISED, EVALUATED, AND DISTRIBUTED TO ALL ELEMENTARY TEACHERS; CURRICULUM MATERIALS FOR THE DISADVANTAGED WERE DEVELOPED THAT FOCUSED ON CAREER PLANNING AND DECISIONMAKING. IT WAS RECOMMENDED THAT FUTURE PLANNING BE AIMED AT THE SECONDARY AND INSERVICE AREAS. THIS REPORT INCLUDES A REPORT SUMMARY, GOALS AND OBJECTIVES OF THE PROJECT INCLUDING STATEMENTS OF BEHAVIORAL OBJECTIVES FOR EACH GRADE LEVEL IN AREAS OF CONCERN APPROPRIATE FOR THAT LEVEL, AND A DESCRIPTION OF THE PROJECT DESIGN. ALSO LISTED ARE TITLES OF CAREER EDUCATION VIDEO TAPES BY GRADE LEVEL. (RG)

CONTRACT NUMBER: OEG-0-73-5310

INSTITUTION NAME: BEDFORD COUNTY PUBLIC SCHOOLS, VA.

SPONSORING AGENCY NAME: OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

102 864

Regional Office Copy
Reviewed -

INTERIM REPORT

Project No. V361020
Grant No. OEO-0-73-5310

CAREER EDUCATION NOW! - MODEL FOR CAREER EDUCATION CURRICULUM K-14 For A Rural-Urban School District

Exemplary Project In Vocational Education
Conducted Under
Part D Of Public Law 90-576

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October 15, 1975

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REGION III

VT 102 864

Interim Report

Project No. V361020
Grant No. OEG-0-73-5310

Career Education Now! - Model for Career Education Curriculum K-14 for a Rural-Urban School District

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 990-576

The project reported herein was performed pursuant to a grant from the office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government Sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy

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October 15, 1975

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I. SUMMARY OF THE REPORT

A. Time period covered by the project:

July 1, 1974 - June 30, 1975

B. Goals and objectives of the project:

a. Design and development of a Model Career Education Curriculum K-14 that can serve as an exemplary program that will assist other school divisions to move toward a total career education concept.

b. Increase the self-awareness of students leading to an improved self-concept which in turn would lead to the following:

   (1) Improved pupil attendance

   (2) Reduction in student discipline problems

   (3) Reduction of the division-wide dropout rate

   (4) Reduction of academic failure

   (5) Increase in the percent of graduates continuing education in colleges and institutions other than colleges

   (6) Increase the percent of graduates expressed as a percent of the first grade beginning school twelve years earlier

c. Make academic subject matter more relevant to students and county-wide scores on tests evaluating basic skill competencies of our students

d. Develop favorable student attitudes toward the personal, social, and economic significance of work

e. Assist each student in developing and practicing career decision making skills

f. Increase career awareness of pupils in Grades K-6

g. Develop guidance counselor and teacher awareness and skills through a comprehensive in-service program that will assist in implementing a total career education program

h. Develop a procedure that will lead to curriculum revision centering around the career education theme

i. Revise the exploratory course concept in Bedford County Public Schools' Grades 7-8 to relate to the "career clusters" of the career education concept

j. Provide job preparation in a wider variety of occupational areas now available to Bedford County Public School students

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k. Expand opportunities for work-study and cooperative education experiences for pupils

l. Improve placement services for all exiting students moving toward the goal of placing each in a job or post-secondary occupational or baccalaureate program

m. Provide for the flexible exit and re-entry of pupils into the educational program

n. Broaden student opportunities for "beyond-the-school walls" educational experiences including community college credit work

o. Utilize community and area resources to a greater degree in order to provide more and varied educational experiences for students

p. Provide job entry skill training for selected disadvantaged students at the ninth and tenth grade levels

C. Procedures followed:

The career education model is divided into four separate but interwoven areas: elementary awareness, secondary exploration, secondary disadvantaged class, staff development.

The elementary awareness component is built around the classroom teacher as implementer of career activities. Activity units, infused into the normal curriculum, have been developed by elementary teachers as a starting point for implementation.

Career resource teachers, funded under the project, serve as liason between teacher and community resources. They coordinate school-community activities, resource speakers, field trips, etc.

The secondary exploration phase of the project is centered around teacher involvement in implementing career-centered class activities. Twelve exploratory areas are available for those eighth and ninth grade students who desire career exploration in the middle grades. Ninteen vocational-technical courses are available to secondary students, including twelve that feature a work experience phase.

The secondary disadvantaged class is aimed at those students who are educationally disadvantaged in that they are at least two grades defidient in reading and math skills and have been identified as potential drop-outs. This program provides them with the necessary career-centered academic work and technical skills work to prepare them with an entry level skill at the end of the program. The object of the program is two-fold:

a) those students who finish the program and leave school, will leave with an entry level job skill

b) those students who finish the program and elect to remain in school will have acquired the necessary academic units to proceed toward high school graduation

The staff development phase of the program is aimed at providing those professional staff members, teachers, administrators and supervisors, with the needed expertise in order to continue a comprehensive career education program following the end of the Part D exemplary program. This is accomplished through county-wide in-service meetings, in-school meetings, and special group meetings.

D. Results and accomplishments:

1. At least 75% of all elementary teachers, at least 50% of all middle grade teachers, and at least 25% of all senior high teachers have carried out at least five career education activities in their classrooms.
2. At least 50% of all elementary and middle grade students have participated in at least two "hands-on" career projects.
3. At least 15% of all parents of students have participated in some form an educational experience within the school directly related to career education.
4. At least 50% of all senior high school students have been involved in some form of work experience during the school year.
5. At least 90% of all elementary teachers, and 50% of all secondary

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teachers have participated in a four hour in-service program during the project period.

6. At least 20% of all twelvth grade students were involved in the work experience program developed under the Part D exemplary grant

7. A comprehensive evaluation of the effectiveness of the career education program has been conducted by IBEX, Inc. and the results accompany this report.

E. Evaluation:

During the 1974-1975 school year, IBEX, Inc. developed a design plan for the comprehensive evaluation of the Bedford, Virginia career education program. The results from the evaluation indicate that certain areas of weaknesses exist. Teacher involvement is at a high level, but utilization of project supplied materials is at a low level.

The evaluation also reports that a more efficient financial record system is needed in order to determine which segments of the program receives certain amounts of money.

The students information will serve as baseline date for the 1975-1976 evaluation.

F. Conclusions and Recommendations:

During the 1974-1975 school year, much effort was put on elementary teacher involvement and also on the work experience program. During the 1975-1976 school year, effort should be directed toward in-service of secondary teachers, more involvement of the guidance counselors, and direct involvement in the secondary classrooms.

II. BODY OF THE REPORT

A. PROBLEM AREAS

This project is directed toward the problem of developing a model for career education for grades K-14, which can be used by other school divisions as they move toward implementing the total concept of career education in their school program. Such a program must recognize that schools should create bridges between school and earning a living for young people; promoting cooperation between public education and manpower agencies; and broadening occupational aspirations and opportunities for youths, both disadvantaged and advantaged.

Research shows that a fundemental purpose of education is to prepare the young to live a productive and rewarding life. For far too many Americans, our schools are failing in this essential mission.

In typical schools throughout the country, young people complain that curriculums are dull and irrelevant, that their education is not opening pathways to a fulfilling adulthood.

Substantial numbers of students score below their grade level in basic skills; high dropout rates, absenteeism, academic failure, drug abuse, vandalism and assaults on administrators, teachers and pupils signal their discontent.

It is a rare high school that equips all of its students to make the choice upon graduation of entering the job market with a salable skill or of continuing their education. Too often, the graduate has neither option, let alone the opportunity to select one or the other.

Research also indicates that young men and women between 16 and 34 years of age will soon account for about two-thirds of the net increase in the labor force. With so much competition from young people who have higher levels of education, the boy or girl who does not get good preparation for work will find the going more difficult in the years ahead according to a 1970 Labor Statistics Bureau report.

It is know that the country has large manpower resources which can be drawn on to meet its manpower needs--women who want suitable jobs, a greatly underutilized, and sometimes unused, work force of minority groups, and disadvantaged teen-agers in rural and urban areas. The totality of wasted manpower has almost always included, in addition to the unemployed, large numbers of people who have given up the search for work, who no longer have will or purpose. In addition, there are those who are confined to the least desirable, lower paying jobs because of poor education, poor health and discrimination--especially, but not exclusively racial.

Progress in developing the country's human resources will depend, in large measure, upon the educational system. Given the resources, the schools can take on these new tasks. Recognition must be given to the fact, however, that cooperation between public education and manpower agencies similar to those created by the Manpower Development Act (MDTA) of 1962 will assist the schools in trying to meet the new demands thrust upon them.

It follows that if schools are to meet the needs of pupils, there must be a basic restructing of subjects, Grades K-14, around the theme of career development, including emphasis on the opportunities and requirements in the world of work. Schools must also recognize that the basic academic subjects, such as mathematics, science, social studies, and language arts become more relevant when the student is helped to see the relationship to future career goals. All students need the educational experiences and backgrounds that will broaden occupational aspirations and open up new opportunities for building rewarding, future careers.

Dr. Donald E. Super has indicated that schools must recognize that there are career patterns fitting into an on-going hierarchy. Too often educators have stressed occupations not positions. There is a need to emphasize changing occupations and positions.

Young people need to be made aware of the stages of occupations. They need to be given the answer to the question of how do you get in and how do you get out of an occupation. It is relevant that pupils knows where an occupation may lead and to be aware of the "chain of events" leading from educational preparation, up through training, and into the opportunities available on the job.

Schools need to develop sequential experiences in decision-making about careers. These experiences should be integrated into the curriculum of both elementary and secondary schools and they should be appropriate to the grade and age level of pupils as they move through the program of studies. Schools also need to decide what competencies are needed by youth and work toward their development.

B. GOALS AND OBJECTIVES

The specific objectives of this project include:

a. Design and development of a Model Career Education Curriculum K-14 that can serve as an exemplary program that will assist other school divisions to move toward a total career education concept.

b. Increase the self-awareness of students leading to an improved self-concept which in turn would lead to the following:

   (1) Improved pupil attendance

   (2) Reduction in student discipling problems

   (3) Reduction of the division-wide dropout rate

   (4) Reduction of academic failure

   (5) Increase in the percent of graduates continuing education in colleges and institutions other than colleges

(6) Increase the percent of graduates expressed as a percent of the first grade beginning school twelve years earlier

c. Make academic subject matter more relevant to students and raise raise countywide scores on tests evaluating basic skill competencies of our students.

d. Develop favorable student attitudes toward the personal, social, and economic significance of work.

e. Assist each student in developing and practicing career decision making skills.

f. Increase career awareness of pupils in Grades K-6.

g. Develop guidance counselor and teacher awareness and skills through a comprehensive in-service program that will assist in implementing a total career education program.

h. Develop a procedure that will lead to curriculum revision centering around the career education theme.

i. Revise the exploratory course concept in Bedford County Public Schools' Grades 7-8 to relate to the "caree clusters" of the career education concept.

j. Provide job preparation in a wider variety of occupational areas now available to Bedford County Public School Students.

k. Expand opportunities for work-study and cooperative education experiences for pupils.

l. Improve placement services for all exiting students moving toward the goal of placing each in a job or post-secondary occupational or baccalaureate program.

m. Provide for the flexible exit and re-entry of pupils into the educational program.

n. Broaden student opportunities for "beyond-the-school walls" educational experiences including community college credit work.

o. Utilize community and area resources to a greater degree in order to provide more and varied educational experiences for students.

p. Provide job entry skill training for selected disadvantaged students at the ninth and tenth grade levels.

During the 1974-1975 school year, the instructional staff develope a series of objectives for each educational level. These objectives were modified from a list developed in Maryland under their Part D Exemplary Project.

CAREER EDUCATION NOW!
BEDFORD COUNTY PUBLIC SCHOOLS

CAREER AWARENESS

Kindergarten - Grade 2

BEHAVIORAL OBJECTIVES

1. The student will identify some of the different kinds of work people do in the home, school, and community.

2. The student will identify, within his immediate world, several jobs that are related and can be grouped into job families.

3. The student will identify and describe specific tasks within job families familiar to him.

4. The student will recall the many various jobs that he has performed over a period of time.

5. The student will name and discuss hobbies and interests.

6. The student will participate in activities reflecting his identifications with worker roles.

7. The student will identify some of the skills, tools, and materials needed to perform a job.

8. The student will demonstrate his mastery of simply manual and mental skills in the performance of work tasks requiring the use of materials and tools.

9. The student will use primary communication, mathematical and problem-solving skills in classroom activities related to work.

10. The student will role play specific occupations based on his his interests and hero images.

CAREER EDUCATION NOW!
BEDFORD COUNTY PUBLIC SCHOOLS

SELF AWARENESS

Kindergarten - Grade 2

BEHAVIORAL OBJECTIVES

1. The student will identify ways in which he is a distinct individual.

2. The student will give examples of things he likes to do and things he does well.

3. The student will demonstrate that his perception of people may differ from the perceptions held by other.

4. The student will indicate things that he feels are important to him and others in his immediate world and discuss why he thinks these things are important.

5. The student will identify ways he and others make contributions in work and play activities.

6. The student will participate in various activities which will help in expanding interests.

SOCIETY

Kindergarten - Grade 2

BEHAVIORAL OBJECTIVES

1. The student will identify people who are working together toward a common goal and explain how the work of each person contributes to the achievement of that goal.
2. The student will identify those needs of society which various workers fulfill.
3. The student will identify benefits and rewards he receives for his work and from the work of others.

ECONOMICS

Kindergarten - Grade 2

BEHAVIORAL OBJECTIVES

1. The student will discuss why people must work to produce goods and services.
2. The student will identify some of the different kinds of work done in the community.

CAREER EDUCATION NOW!
BEDFORD COUNTY PUBLIC SCHOOLS

TECHNOLOGY

Kindergarten - Grade 2

BEHAVIORAL OBJECTIVES

1. The student will express his creative ability by using tools to construct projects from available resources.
2. The student will demonstrate that the use of a variety of tools and materials can enable him to complete a task.
3. The student will identify and discuss the different ways people use tools and materials in the accomplishment of tasks and the production of products.

CAREER EDUCATION NOW!
BEDFORD COUNTY PUBLIC SCHOOLS

CAREER AWARENESS

Grade 3 - Grade 6

BEHAVIORAL OBJECTIVES

1. The student will cite examples of kinds of work people do outside his immediate experience that directly affect his life.
2. The student will classify workers into occupational areas and characterize them as producing goods or services.
3. The student will illustrate interdependency between various jobs within occupational areas.
4. The student will combine attitudinal, mental, and manual skills in the accomplishment of a variety of jobs.
5. The student will analyze the relationship between the skills, tools, and materials used in doing different jobs.
6. The student will demonstrate his special interests through school or non-school activities.
7. The student will demonstrate that hobbies and interests combine elements of both work and play.
8. The student will provide examples of hobbies that may develop from interests.

CAREER EDUCATION NOW!
BEDFORD COUNTY PUBLIC SCHOOLS

SELF AWARENESS

Grade 3 - Grade 6

BEHAVIORAL OBJECTIVES

1. The student will clarify his values by participating in activities which bring values into conflict.

2. The student will identify his emerging values and compare these beliefs with the beliefs held by most people.

3. The student will draw conclusions about self after performing tasks which are increasingly challenging and compatible with his development.

4. The student will identify and discuss those attitudes and behaviors toward others which help him maintain a good working relationship.

5. The student will identify the persons and things that constitute his environment and affect the way he views work.

6. The student will compare and contrast his interpretation of work environments of specific jobs with the way others interpret these environments.

7. The student will assess the relationship between his developing interests and his abilities.

8. The student will analyze his attitudes and behaviors as they affect his performance in specific tasks.

9. The student will relate his interests and abilities to specific occupational roles.

10. The student will assess his strengths and limitations in terms of the degree to which he can exercise control over them.

11. The student will identify and discuss how an individual may obtain personal satisfaction from his occupation.

SOCIETY

Grade 3 - Grade 6

BEHAVIORAL OBJECTIVES

1. The student will discuss the interaction and interdependency of workers of societal groups.
2. The student will identify and discuss the ways societal groups reward their members for their work.
3. The student will compare and contrast changing customs, traditions, and attitudes as they affect jobs in various societies.
4. The student will compare and contrast the changing needs of society that affect job opportunities.

ECONOMICS

Grade 3 - Grade 6

BEHAVIORAL OBJECTIVES

1. The student will examine how the work of many men has made possible a continuing increase in goods and services produced in our country.
2. The student will compare and contrast the economic incentives of our system with those of various cultures.
3. The student will examine plans and choices he and others must make to use available resources effectively, both as consumers and as producers.
4. The student will compare job opportunities today with those of the past in terms of the economic growth of our country.
5. The student will investigate how different people have provided for their basic economic needs and wants.
6. The student will investigate economic conditions which affect the number and variety of jobs available.
7. The student will identify geographical factors, i. e. climate, topography, resource, location, etc., and discuss how they affect work.
8. The student will investigate the reasons people change jobs.

CAREER EDUCATION NOW!
BEDFORD COUNTY PUBLIC SCHOOLS

TECHNOLOGY

Grade 3 - Grade 6

BEHAVIORAL OBJECTIVES

1. The student will integrate his general studies and relate them to technology.

2. Students will identify and discuss jobs that have appeared as a result of technological developments.

3. The student will construct imaginary accomplishment in technology that he would like to see occur and assess their implications for man's work and leisure time.

4. The student will compare and contrast technology used by various cultures to satisfy needs and desires.

5. The student will construct projects and discuss the technology needed to complete the task.

6. The student will make his creative ideas materialize through the use of technology and resources.

BEDFORD COUNTY PUBLIC SCHOOLS

CAREER (7-9)

BEHAVIORAL OBJECTIVES

The student will participate in a variety of work experiences (simulating, working, observing) in broad occupational areas and analyze these experiences in terms of a future career choice.

The student will, after exploring several occupational areas, demonstrate a number of the basic skills needed in the performance of certain jobs.

The student will make tentative occupational choices in terms of his interest, capacities, and values.

The student will demonstrate kinds of work that involve working with people, working with ideas, and working with things.

The student will explore a wide range of careers as they reflect his interest and abilities.

The student will cite the advantages and disadvantages of a variety of careers in terms of his interests and abilities.

The student will classify jobs into clusters on the basis of the skills and interests of the workers.

The student will compare and contrast the basic-education requirements of several career areas.

The student will evaluate his level of proficiency in basic learnings and its relationship to a career.

The student will select courses which will increase his proficiency in basic learnings.

The student will identify and select the school subject which contain the specific knowledge required for his tentative vocational choice.

The student will analyze the skills and processes related to various hobbies and interests which may influence career choice.

The student will evaluate the economic rewards obtainable through the pursuit of hobbies or interests.

BEHAVIORAL OBJECTIVES

The student will identify and evaluate his self characteristics which will help him in terms of the occupation he thinks he may wish to pursue.

The student will analyze his abilities and interests in terms of occupational areas he may wish to enter.

The student will demonstrate an understanding of his interest and abilities through his course selection and work performance.

The student will identify and practice attitudes and behaviors which generally apply to any work situation.

The student will analyze the working environment of various occupations and evaluate his attitudes toward these work environments.

The student will analyze the changes which have taken place in his value system as he moves toward maturity.

The student will give examples of significant values inherent in various occupational areas.

The student will explore the possible ways in which his contribution to the world of work may be most effective.

The student will identify how others contribute to the world of work.

The student will assess his self characteristics in terms of various occupations.

The student will give examples of interpersonal relations of workers that affect cooperative performance on a job and assess his ability to work in a similar situation.

BEHAVIORAL OBJECTIVES

The student will differentiate between broad occupational areas in terms of the contrubution to our society.

The student will analyze how the customs, traditions, and attitudes of society affect jobs in broad occupational areas.

The student will analyze how societal needs create a demand for workers in various occupational area.

The student will analyze the relationship between the benefits provided by society and the work performed by the members of the society.

The student will investigate the protective laws of several broad occupational areas.

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BEHAVIORAL OBJECTIVES

The student will discuss and generalize that work in various occupational areas contributes to the nation's wealth which can be measured in terms of goods and services produced annually.

The student will explore the economic incentive offered by various occupational areas.

The student will identify and analyze the characteristics of the American economy that affect job opportunity.

The student will analyze economic decisions and choices made as a participant in either economic simulations or actual situations.

The student will explore how economic needs and wants differ and are provided for by the rewards of various occupational areas.

The student will investigate the geographical factors that affect various occupational areas.

BEHAVIORAL OBJECTIVES

The student will explore the technology of various occupations and evaluate the benefits which have accrued to man.

The student will use the technologies of several broad occupational areas in a simulated or an actual work situation, relating them to the satisfaction of man's needs and desires.

The student will analyze various jobs in broad occupational areas to see how technology has changed them.

The student will evaluate the impact of technology on work and leisure time.

The student will examine and evaluate technology in terms of the factors which give impetus to change and development.

The student will assess the degree to which the technology of various occupational areas is being used to the advantage of mankind.

The student will analyze the problems associated with the use of technology and research the proposed solutions to these problems.

BEHAVIORAL OBJECTIVES

The student will evaluate how the career area of his choice will provide for his economic needs and wants and affect his standard of living.

The student will assess the extent to which economic characteristics may affect job opportunities in the career area of his choice.

The student will identify and evaluate the economic incentive available in a career area in terms of his goals.

The student will evaluate a career area in terms of its contribution to the nation's productivity.

The student will evaluate his application of economic concepts in making choices and decisions as a consumer and/or producer.

The student will evaluate his career choice as it is affected by geographical factors.

BEHAVIORAL OBJECTIVES

The student will formulate a personal definition of work.

The student will make projections of work people may some day be doing.

The student will select educational and training programs in terms of his needs, interest, abilities, and values that will assist him in converting vocational preference into reality.

The student will analyze his vocational choice and the possible careers which he might pursue in terms of his interest, abilities, and chances for success.

The student will analyze the degree to which hobbies and interests affect his present career choice.

The student will analyze the career hierarchy which reflects his vocational choice.

The student will meet the requirements for successful completion of his basic course work for job entry or further education.

The student will apply basic learnings in a work situation and analyze their effects upon his job performance.

The student will evaluate his proficiency in the specific skills related to his career interest.

The student will demonstrate basic vocational skills which will qualify him for an entry level job or for further education in an occupational area of his choice. (Standards of quality - Virginia)

The student will participate in a realistic work situation as part of the school program or as a worker in the community.

The student will evaluate his career choice in terms of his work experience.

The student will project his needs for vocational retraining in relation to job advancement, job change, and job less.

The student will interpret occupational trends and evaluate his transferable skills and knowledge that will facilitate retraining.

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BEHAVIORAL OBJECTIVES

The student will use resources, technology, and his creative ability to investigate and develop a project related to the career area of his interest.

The student will explain how the forces of resources, technology, and creative ability interplay in the career area of his interest.

The student will employ the technology of his career interest area and assess its contribution to the satisfaction of man's needs and desires.

The student will evaluate the extent to which technological change may affect the employment opportunities and the task requirements of the career area of his interest.

The student will make inferences about how technology may affect his work and leisure time in the career area of his interest.

The student will analyze the development of technology in the Twentieth Century in terms of its escalation.

The student will investigate how the technology of his career area can be more efficiently used to contribute to man's well being.

BEHAVIORAL OBJECTIVES

The student will analyze the effects on a society when the workers of an occupational area withhold their services, and debate the justification for such actions.

The student will explore the effect of changing customs, traditions, and attitudes in relation to his chosen career area.

The student will assess how future societal needs may affect vocational opportunity in the career area of his choice.

The student will evaluate the laws society has enacted for his protection as producer and consumer of goods and services.

The student will make a critical analysis of the reward structure of an occupational area as it relates to the reward system of the larger society.

BEHAVIORAL OBJECTIVIES

The student will evaluate his attitudes and behaviors and their effect on his functioning in his work situation.

The student will demonstrate the attitudes and behaviors which enable him to obtain and hold a job.

The student will project a career plan which will reflect his abilities and interests.

The student will analyze the ways his self concept affects his entrance and performance in a work situation.

The student will develop a profile of the working environment of his career choice.

The student will evaluate the role that his values play in making his career decisions.

The working student will analyze his contribution to a specific work situation.

The student will evaluate his individual contribution as it affects future career choice.

Those students involved in work experience programs will conduct an evaluation of self-characteristics using as a basis his cummulative work experiences and analyze this evaluation in terms of future implications.

The student will observe the interaction of co-workers in situations which call for cooperation and determine any changes he might need to make in order to work effectively.

The student will analyze how his perception of other people affect his ability to work cooperatively.

C) DESCRIPTION OF THE PROJECT DESIGN

Virginia public high schools sent 70% of its graduates to institutes of higher education during 1973-1974; of this group, it is estimated that only 13% will continue through until completion of a two or four year program. Thus, 61% of our graduates will leave formal education, with a high school diploma and less then satisfactory job skills. The fault lies with education, society and the students themselves. Career educational priorities, societal demands and student attitudes reflect more realistic career options for all students.

Career Education Now! is directed towards the problems faced by students in Bedford County Public Schools, Bedford County, Virginia, a rural-urban school district located in Southwest Virginia. Those problems and many of their solutions, may well be applicable to other similar school districts in the nation.

Career Education Now! has attempted to prepare students for meaningful career decisions in three areas:

1) Awareness of career opportunities
2) Exploration of career opportunities
3) Preparation for job entry

1) Awareness

Students in grades kindergarten through seven experience a sequence of learning activities through normal classroom teaching - learning processes. Career Education Now! has provided resource persons for the elementary schools who function as career activity coordinators, elementary counselors, and in-service leaders.

The resource person for a school obtains audio-visual materials from the central office, offers suggestions as to teaching strategies and assists in developing new ideas. Coordination of community resources is a primary responsibility.

A teachers activity guide for grades kindergarten through seven provides infused career suggestions for each grade level in all curriculum areas.

2) Exploration

Students in grades seven through twelve participate in a program of exploration coordinated by the classroom teacher, counselors and the work experience coordinator.

Teacher centered activities are through exploratory courses in the following job-career areas:

a) masonry
b) electricity
c) agriculture
d) foreign languages
e) careers clusters
f) homemaking related careers
g) office related careers

Counselor initiated activites include group guidance programs about limited interest areas, job fairs, and individual counseling. Each secondary school has been equipped with materials to set up a career center; this has been accomplished at Liberty and Jefferson Forest.

The work experience coordinator has set up a program for seniors that allows them to leave the school setting and work for a short period in a field of their choice. During the 1974-1975 school year, over 75 seniors participated directly in this program; well over 300 students were involved in some form of work experience.

Preparation

During the 1975 session of the Virginia Legislature it was mandated that by 1976-1977 school year 90% of all graduating seniors will have a job entry skill.

Job preparation in Bedford County Public Schools involved the following courses:

Agriculture - 5 years
Cosmetology - 2 years
LPN - 2 years (Including one year past grade 12)
Health Assistants
Masonry
Carpentry
Electricity
Electronics
Clerk Typist
Stenography
Accounting
Food Services
Clothing (Occupational)
ICT
DE
Manufacturing

Also funded by Career Education Now! is a job preparation class for potential dropouts that gives each student an entry level skill and academic course work to compliment this skill training.

Another major problem in the implementative of a comprehensive career education program is retraining teachers and other professionals to accept the philosophy of career education.

Teacher in-service is accomplished through three avenues:

1) In-service group programs
2) In-service via instructional television
3) In-service - one-to-one

In-service group programs involved presenting overall #goals and objectives and introductory methods of general interest. (See Appendix A)

In-service via instructional television involves fifteen 30-minute color television programs developed in Bedford County that provides more involved information on career development theories, actual class observations, and demonstrations. These programs are available for local staff development on 3/4 inch video cassettes, and for other school systems via WBRA-TV channel 15. See Table I for a listing of program titles.

In-service one-to-one involves in the class assistance given to teachers by the career resource persons. This assistance may be demonstration teaching of a lesson, or assistance in developing a new idea for presentation or even assistance in selection of appropriate teaching strategies and materials.

During the 1974-1975 school year, over 90% of all teachers were involved in developing materials and teaching strategies and classroom demonstration. All instructional staff members were involved in at least five hours of career related in-service.

The class for disadvantaged youth held 23 potential dropouts in school in order to prepare them with an entry level skill in a job field of their choice.

Bedford County teachers developed a guide of activities for grades kindergarten through seven and have made plans for writing a curriculum for all grades to include career related activities in all fields of study.

TABLE I

CAREER EDUCATION VIDEO TAPES:

K - 3 For Students:

1. Introductory Program I - The Day Nobody Went To Work
   (Introduces the series on career awareness by stressing the importance of people working)

2. Construction I -
   (carpenter, plumber, electrician, mason, drywaller, contractor, bulldozer operator, etc.)

3. Agri-Business and Natural Resources I
   (farmer, distributor, delivery man, lab technician, etc.)

4. Hospitality and Recreation I -
   (motel manager, housekeeper, cashier, park ranger, maintenanceman, receptionist, housekeeper, cashier, etc.)

5. Marine Science I -
   (commercial fisherman, crabber, salesman, distributor, etc.)

6. Transportation I -
   (pilot, stewardess, train conductor, bus driver, taxidriver, traffic controller, dispatcher, brakeman, ground crew, etc.)

7. Manufacturing -
   (furniture industry workers, designer, lumberyard workers, etc.)

8. Communication and Media I -
   (disc jockey, newscaster, sports director, artist, photographer, technician, and engineer)

9. Personal Service I -
   (beauticians, barbers, hairstylists, and shampoo girls)

10. Public Service I -
    (policeman, fireman, postman, meter maid, etc.)

11. Agri-Business and Natural Resources -
    (forester, florist, warden, greenhouse worker, etc.)

12. Health Occupations I -
    (nurse, doctor, health aides, receptionist, medical technologist, and volunteer help)

13. Environment I -
    (laboratory technician, field engineers, physical scientist, etc.)

14. Business and Office I -
    (secretary, typist, file clerk, receptionist, bookkeeper, and manager)

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15. Marketing and Distributing I -
(salesperson, buyer, distributor, warehouse worker, and department store workers)

16. Fine Arts and Humanities I -
(actor, dancer, minister, music director, actress, artist, youth activities director, etc.)

17. Public Service Workers I-A-
(Teacher, principal, school nurse, bus driver, custodian, secretary, cafeteria workers, etc.)

18. Personal Service I-A
(veterinarian, surgical nurse, anesthetist, receptionist, bookkeeper, X-ray technician)

19. Transportation I-A
(Storemanager, salesman, mechanic, repairman, all workers related to cycle/business)

20. Consumer and Homemaking I -
(homemaker, delivery man, upholsterer, dietician, fashion designer, interior decorator, chef, and chauffeur)

CAREER EDUCATION VIDEO TAPES

4-6 For Students:

1. Sammy Space and His Earth Adventures-
   (technician, truck, drivers, dentists, postal workers, hair-stylist, reporters, editors, typesetters, forester, etc,; introduces the 4 - 6 series on Career Education)
2. Transportation II -
   (assembly line workers, car dealer, auto mechanic, sales people, engineers, test drivers, etc.)
3. Hospitality and Recreation II -
   (sports instructor, teachers of handicapped, golf athletes, recreation facility attendant)
4. Personal Service II -
   (Different workers in child care: teacher, aide, volunteer helpers, etc.)
5. Hospitality and Recreation II-A
   (steward, baker, chef, pastry cook, executive chef, golf pro, and swimming instructor)
6. Fine Arts and Humanities II -
   (gymnastic instructor, dancing teacher, school psychologist, etc.)
7. Health Careers II
   (Dental Assistant, Dentist, etc.)
8. Environment II
   (Life scientist, ecologist, technicians, dispatcher, environmental engineers, etc.)
9. Communications II -
   (artist, photographer, newspaper reporter, linotype operators, photogravers, pressmen, dye cutter, etc.)
10. Public Service II -
    (armed forces and civil service workers, Coast Guard, etc.)
11. Construction II -
    (residential construction workers, apprentices, cement mason, crane operator, contractor, steelworker, civil engineer, etc.)
12. Agri-Business and Natural Resources II -
    (Hog farmer, heavy machine operator, farm manager, food inspector, packing house workers, etc.)
13. Marine Science II -
    (Marine scientist, oceanographers, computer operator, draftsmen, Illustrator, photographer, etc.)

14. Manufacturing II -
(Workers involved in process of paper making: quality control, inspector, engineer, loggers, lumbermen, machine operators)

15. Construction II-A
(Workers in building of a rapid transit system: consultant, surveyor, carpenter, engineer, electrician, iron and steel workers, etc.)

16. Marketing and Distributing II -
(truck driver, wholesaler, retailer, platform worker, dispatcher, and office worker)

17. Consumer and Homemaking II
(decorating consultant, seamstress, drapery installer, carpet installer, and upholsterer)

18. Business and Office II -
Congressman, receptionist, caseworker, administrative assistant, and secretary)

19. Manufacturing II-A
(Inspectors, shipping handlers, accountants, dye maker, line machine workers, public relations worker, mining engineer, and excavators)

20. Health Careers II-A
(Dietician, physical therapist, programmers, registered nurse, licensed practical nurse, social director, pharmacist, etc.)

CAREER EDUCATION VIDEO TAPES

7th and 8th Grade For Students:

1. How To Get A Job (English or Social Studies)
   (Introductory Program describes preparations necessary for securing employment, i. e., obtaining social security card, work permit, physical exam, etc.)

2. Health Careers (Health or Science)
   (Health Administrator, pathologist, X-ray Technician, Physical therapist, lab technician, nurses)

3. Communications (Social Studies or Language Arts)
   (Emphasis on careers with telephone company: receptionist, employment manager, telephone operator, coin collector, frameman, lineman, cable splicer)

4. Fine Arts and Humanities (Art)
   (Designer, art director, weaver, potter, commercial artist)

5. Public Service (Science)
   (Glimpse into world of space: space scientist, geologist)

6. Business and Office (Math or Social Studies)
   (Focuses on banking: interviewer, proof machine operator, teller, bookkeeper)

7. Environment (Social Studies and Science)
   (Jobs with power company: key punch operator, computer operator, meter service installer, barge unloader operator, lineman, customer service representative, planner, service co-ordinator, meter reader)

8. Public Service (Social Studies or Health)
   (Emphasis on police work: recruits, dispatcher, juvenile officer, probation intake officer, counselor)

9. Personal Service (Industrial Arts Class)
   (Auto mechanics with emphasis on pit crew, mechanics, service station attendant, apprentice, etc.)

10. Transportation (Social Studies)
    (Jobs with railway system: carman, foundry worker, welder, car designer, lab technician, engineer, administrator, spectographer, supervisor)

D. RESULTS AND ACCOMPLISHMENTS

During the 1974-1975 school year, Career Education Now!... expanded its operation from the primary, elementary, work experience areas into the middle school and a special class for academically disadvantaged high school students.

Curriculum materials for the disadvantaged class were developed that centered on career planning and decision making activities.

The procedures for the work experience program were defined and expanded to encompass the entire senior class in Bedford County, Virginia.

The elementary teachers' activity guide, developed during the first year funding, was revised and evaluated by teachers during the second year. The guide is being distributed to all elementary teachers as a two volume loose-leaf notebook. Additional copies of the guide are available on request.

During the second year of funding, research was done and a proposal developed and submitted to the U.S. Office of Education for funds under P.L. 93-380 to increase the overall effectiveness of the career education program. This proposal was accepted and funded for one year at $99, 450.00. This new grant will enable Bedford County Public School to increase its efforts in the middle school secondary, and in-service areas.

Utilizing the U.S. Office of Education Career Education Implementation Categories, it was assertained that Bedford County Public Schools was on level three and progressing towards level four.

Baseline data has been developed by IBEX, Inc. for use during the third year of the project.

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E. EVALUATION OF THE PROJECT

The evaluation, developed by IBEX, Inc., is bound as a separate volume following.

F. CONCLUSIONS, IMPLICATIONA AND RECOMMENDATIONS

Success has been attained at the elementary, middle school, and work experience areas; more work is needed at the secondary and in-service areas.

The typical in-service for the first two years of the project has involved in-school workshops, or release time workshops; during the 1975-1976 school year, a college level course in career education is needed to encourage teachers to develop activities and ideas in career education.

Renewed effort to involve the community and businesses in the planning for career education is needed. During the 1975-1976 school year, a new revised advisory counsil is needed. Increased efforts at dissemination in and out of state will be done during the school year.

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ABSTRACT: THIS REPORT TO THE CALIFORNIA STATE BOARD OF EDUCATION IS THE RESULT OF A PROJECT TO ENCOURAGE VOCATIONAL TEACHER EDUCATION EXPANSION IN QUALITY, QUANTITY, AND DIVERSITY TO MATCH THE EXPANSION IN VOCATIONAL EDUCATION AND MANPOWER DEVELOPMENT. APPROXIMATELY 200 PERSONS ATTENDED A SERIES OF SEVEN MEETINGS HELD IN VARIOUS LOCATIONS THROUGHOUT THE NATION. THE PARTICIPANTS, REPRESENTING A CROSS-SECTION OF FEDERAL, STATE, LOCAL, AND PROFESSIONAL GROUPS IN 49 STATES AND THE DISTRICT OF COLUMBUA, FOCUSED THEIR DISCUSSIONS ON FOUR MAJOR AREAS: THE WAYS AND MEANS OF EXPANDING VOCATIONAL TEACHER EDUCATION, IDENTIFICATION OF SPECIFIC PROCEDURES TO BE USED TO IMPROVE THE EFFECTIVENESS OF TEACHER EDUCATION, THE KINDS OF RESOURCES NEEDED TO IMPROVE AND EXPAND TEACHER EDUCATION, AND THE ROLE OF THE AMERICAN VOCATIONAL ASSOCIATION IN VOCATIONAL TEACHER EDUCATION. INTENDED FOR TEACHERS, LOCAL SCHOOL DEPARTMENTS, FEDERAL AGENCIES, TEACHER EDUCATION INSTITUTIONS, AND ALL PERSONS WHO HAVE AN INTEREST IN VOCATIONAL TEACHER EDUCATION, THIS REPORT CONSISTS OF SPECIFIC SUGGESTIONS FORMULATED BY THE PROJECT PARTICIPANTS. THESE STATEMENTS ARE ARRANGED UNDER THE FOLLOWING HEADINGS: FOUNDATIONS, ROLES, TASKS, AND RESPONSIBILITIES OF TEACHER EDUCATION INSTITUTIONS AND LOCAL, STATE, AND FEDERAL AGENCIES; AND THE IDENTIFICATION OF WAYS AND MEANS OF EXPANSION AND IMPROVEMENT. APPENDED IS THE LIST OF PARTICIPANTS. (AUTHOR/RG)

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102875

MURIEL SHAY TAPMAN

PROFESSIONAL DEVELOPMENT IN VOCATIONAL TEACHER EDUCATION

(A NATIONAL EPDA PROJECT)

Report to

The California State Board of Education

Division of Vocational Education
University of California
Los Angeles, California

MARCH · 1972

VT 102 875

PROFESSIONAL DEVELOPMENT
in
Vocational Teacher Education
(A National EPDA Project)

A Report to the California State Board of Education
EPDA Part F, Sec. 553, Project No. 2501

Melvin L. Barlow, Project Director
Division of Vocational Education
University of California
Los Angeles, California
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This publication was prepared pursuant to a grant with the Office of Education, U.S. Department of Health, Education and Welfare. Points of view or opinions were developed at seven regional conferences and do not, therefore, necessarily represent official Office of Education position or policy.

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Los Angeles, California

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1972

FOREWORD

The major goal of this project was to encourage vocational teacher education expansion in quality, quantity, and diversity to match the expansion in vocational education and manpower development. The project was designed for the assessment of need, improvement of effectiveness, definition of quality accountability for vocational teacher education, and professional development of teacher educators. In short, teacher education must rise again to a consciousness level in all planning aspects of vocational education.

Seven meetings were held in various locations throughout the nation. Approximately 200 people from 49 states and the District of Columbia participated in the discussions of teacher education. They represented all of the vocational education service areas, all levels of teaching and administration, teacher education institutions, business and industry, and the National Advisory Council on Vocational Education. Never before has such a diverse group been assembled to produce a consensus about the multi-faceted concerns of professional development in the area of vocational teacher education.

For purposes of simplicity, the term "vocational education" is used as a generic term to include all facets of vocational, technical, practical arts, and manpower programs as these are related to teacher education and professional development.

The project had its origin in the AVA Teacher Education Department meeting, Washington, D.C., March 1970. The project was funded under the provisions of Part F, Section 553, EPDA, and was assigned to the State of California for management. Subsequently, Mr. Wesley P. Smith, California State Director of Vocational Education, requested that the Division of Vocational Education, University of California, direct the project.

Dr. George L. Brandon acted as the chief consultant for the entire project. Dr. Nancy A. Graham and Dr. Floyd M. Grainge represented the AVA Teacher Education Department as consultants. Many other persons have provided inputs to this study, including the EPDA doctoral candidates at UCLA. Miss Nancy J. Goff, administrative assistant, Division of Vocational Education, University of California was concerned throughout the study with general meeting arrangements and was responsible for the final editing of the report.

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INTRODUCTION

The quality of vocational education depends in a very large measure upon the quality of vocational teacher education. The old idea that the vocational education program is no better than the teacher, or the coordinator, or the supervisor, or the administrator is relevant in the context of contemporary vocational education programs. If quality is lacking at the point where the teacher and the student interact, then no amount of expertise, money, or facilities can make up for the lack of teacher quality. It is accepted as axiomatic that the teacher is central to the learning process. Where there are good teachers, there are good vocational education programs; where there are poor teachers, vocational education programs flounder or fail. The urgent necessity for vocational education to provide increasing support and concern at the instructional level is not a debatable item.

Emergence of the new legislation, with its broad concepts and its operational flexibility, must give rise to the emergence of new, or re-established concepts of teacher education. Need for a new unity among teacher educators of all branches of vocational education is imperative. One step in achieving this unifying element is to join forces to produce a pattern of basic ideas for teacher education. The notion of a vocational teacher education platform, suggestive of a body of basic principles, is unique in the contemporary generation of vocational teacher educators, but the idea was rooted deeply in the formative stages of vocational education more than a half century ago.

Foundations

The practice of providing teacher education for vocational education teachers varies widely among the states, and among the various vocational education services. Despite such variations, all of the teacher education programs appear to have been developed from a belief in, or a concern about, certain underlying principles or foundation elements of teacher education. An opinion that such principles exist arises from observations that commonalities in the practice of teacher education may be found among the states and vocational education services. It seemed important, therefore, in this study of teacher education to attempt to isolate a number of these common areas of agreement and identify them as foundations essential for a quality program of teacher education.

In this era of massive change and development in vocational education, national agreement upon foundation elements of teacher education seemed to be imperative. Such foundation elements should not be dependent on any geographical influences nor should they rely on the nature of any vocational education service area. Accordingly, a portion of this report is related to the foundations of teacher education.

Roles, Tasks, and Responsibilities

In addition to a search for foundation elements of contemporary teacher education, the second major thrust of the national study was to consider in detail the basic question of who is responsible for teacher education. Despite the assertion that teacher education is fundamental in vocational education, a strong feeling exists among teacher educators that professional development programs for teachers have a low priority in the hierarchy of vocational education concerns.

Apparent problems related to priority relationships possibly occur because of the lack of clear-cut allocation of responsibility for teacher education. Mindful of the history of vocational teacher education on the one hand, and the contemporary directions of vocational education on the other hand, it seemed reasonable to define the responsibility. Therefore, the study sought to identify specific roles, tasks, and responsibilities for the local area, the institutional area, the state area, and the federal area.

Improvement and Expansion

The Education Professions Development Act (EPDA) does not include specific suggestions about how to achieve improvement and expansion of vocational teacher education, yet the need for such information on a national basis is highly desirable. The national study of teacher education raised four basic questions for discussion. The first question dealt with the ways and means of expanding vocational teacher education. The second sought to identify specific procedures to be used to improve the effectiveness of teacher education. The third question considered the kinds of resources needed to improve and expand teacher education. The fourth sought identity for the role of the American Vocational Association (AVA) as the principal professional organization with concerns for teacher education and leadership development in vocational education.

No attempt was made to give emphasis to any geographical area or vocational education service area. The intent was clearly general in nature and the application hoped for was universal. A section of this report deals with a consensus related to expansion, improvement, resources, and the AVA role.

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FOR WHOM IS THIS MATERIAL PREPARED?

It is intended for all persons who have interest in, or concerns about, vocational teacher education. In assessing attitudes and opinions about teacher education, extreme care was taken to seek points of view from a wide cross-section of the American public--federal, state, local, institutional, and professional groups. Leadership was sought from teachers to superintendents, and from business to the lay public.

WHO CAN USE IT?

- Local school departments and teachers.
- Regional or county groups.
- Vocational teacher education institutions.
- Labor and management groups.
- State Departments of Education.
- Chambers of Commerce.
- Industry-Education Councils.
- National, state, and local professional organizations.
- National and State Advisory Councils.
- Federal Agencies.

HOW CAN IT BE USED?

The material contained in this report represents a consensus of the considered judgment of a large cross-section of people involved with vocational teacher education.

- The section on FOUNDATIONS can be used to determine the extent to which state or institutional programs possess these foundation items.

- The section on ROLES, TASKS, and RESPONSIBILITIES can be used by institutional, local, state, and federal groups as check lists to match present programs and to plan ahead to achieve new levels of performance in teacher education.

- The section on IMPROVEMENT and EXPANSION contains a variety of ideas which can be used in part by any group to secure exemplary programs of teacher education in vocational education.

WHY?

- Growth in vocational teacher education has not kept pace with the general growth of vocational education.

- Vocational education, with a renewed emphasis upon Career Education, requires that attention be given to a massive program of in-service education, and to new and innovative ways and means of recruiting and training teachers.

- In the final analysis it is only through the teacher that substantive progress can be made in vocational education.

FOUNDATIONS

The items that follow represent characteristics essential for quality in vocational teacher education, and are generalizable to the extent that application can be made in any state.

Teacher educators should exemplify the competencies which they are endeavoring to develop in their students.

Teaching is an art as well as a science and is developed through practice. A teacher of teachers, to attain maximum results from his efforts, must have taught effectively. To a great extent teachers teach they way they were taught rather than the way they were told to teach. Teachers of vocational-technical education emulate those whose teaching patterns are recognized as sound and effective. The concept of the "master teacher" should be given priority in the selection of teacher educators.

Vocational teacher education programs should incorporate principles of career development for vocational teachers.

Career development has been left up to the individual teacher with little or no assistance from anyone about his career objectives. The responsibility of teacher education should span the entire career of the vocational teacher. Guidance and assistance of all kinds should be provided, and efforts made to urge the teacher [illegible]elop a career plan which can provide mobility into other levels of education or into other disciplines, but should not be limited to graduate courses and certification requirements. We cannot wait for the cream to rise to the top; we must provide motivation to assist the process. This responsibility falls legitimately within the province of teacher education.

Teacher education programs should have the responsibility of certifying the occupational competency of teachers.

Teacher education and occupational competency of teachers are elements in the same series. These two important elements should not be administered separately.

Certification standards and teacher education standards should be coordinated.

Teacher certification requirements and teacher education programs are both directed toward the end of producing the competent teacher. Responsibilities for these elements should not be considered as separate entities; changes in certification requirements should be reflected in the teacher education program.

Vocational teacher education should prepare teachers who can adjust instruction to accommodate a variety of student groups.

Student populations such as secondary, adult, handicapped, normal, vocational talented, exploratory, require different teaching skills. Yet, this has not been fully recognized by the teacher education profession and too frequently all teachers are produced from the same mold. Teachers must be prepared with the appropriate skills, knowledges, and understandings to assure success when working with the many and varied target populations as identified by the Vocational Education Amendments (VEA) of 1968.

Teacher education programs should maintain flexibility to meet unexpected needs.

The principle of flexibility, as embodied in the Vocational Education Amendments of 1968, applies to teacher education. Flexibility in teacher education is necessary to meet the unique requirements of innovative programs in vocational education.

Teacher education programs should be open to business and industry training personnel and to others employed in training in the public and private sectors.

Teacher education programs should make a special effort to invite representatives from business and industry to participate in teacher education classes. The scope of teacher education is broader than the in-school vocational class; teacher education should prepare instructors for business and industry.

Teacher education program improvement should be a continuous process.

Every teacher education program should have a built-in plan of evaluation in order to keep the program up-to-date. New relationships between teacher education and business and industry must be developed. The teacher education program must be continually adjusted in accord with research findings and must also be accountable for preparing competent instructors.

Each state should develop a master plan for providing pre-service and in-service vocational teacher education.

The plan should provide, in a systematic and logical manner, for the quantitative and qualitative teacher needs. The plan should also provide for a statewide teacher education coordinating committee to bring together all segments of vocational teacher education.

In-service education of teachers should be a continuous responsibility of vocational teacher educators.

In-service education of teachers must be recognized as a responsibility of teacher education. Vocational teachers do not have much opportunity to keep up-to-date in their occupational fields and little chance to learn about new instructional processes. Teacher educators must provide institutes, workshops, and special intensive upgrading programs throughout the year.

Teacher recruitment should be a function of the teacher education program.

Recruitment of new teachers has not been considered a basic part of the teacher education program; however, in view of the needs for larger numbers of teachers, it is strongly recommended that teacher education programs assume the responsibility of developing relationships with business, industry, management, labor and the community at large in order to develop a supply of new teachers.

"Follow-up" of teachers is a basic responsibility of teacher education.

Teacher educators must be sensitive to what happens to teachers after they complete the teacher education program. Feedback is highly important and should reflect the problems of the teacher on the job and the attitudes and impressions of administrators concerning teacher competency. Teacher education--its courses, its practicums, its seminars, and all other experiences included in the scope of teacher education--must be updated on the basis of the teacher's performance and ability to adjust to the changing circumstances of instruction. Systematic feedback data will indicate needed adjustments in teacher education.

Teacher education program activities should utilize differentiated staffing.

A small full-time teacher education staff, with a large number of highly qualified part-time assistants, can add much to the quality of teacher education in general. The resources of a larger area of education, business, and industry should be available to the teacher education administrator to provide diversity in teacher education.

Reciprocity should exist among institutions and states whereby credit may be granted for similar courses and experiences.

Reciprocity should be arranged among institutions and states to provide credit for similar courses, curricula, or experience requirements. Plans for reciprocity will prevent repetition of courses previously completed elsewhere.

Teacher education programs should utilize actual instructional environments.

Teacher education programs are frequently conducted apart from the school environment in which the teacher works. The teacher is exposed to appropriate theory and procedures, but must translate this information to his actual teaching situation. It is not feasible to duplicate each teacher's environment, but it may be possible to conduct some programs in an actual school setting. This basic quality element, which tends to add relevance to teacher education, stems from the theory that the student learns best in work-like situations--the closer to the real thing, the better.

Research, innovative experimentation, and cooperation in exemplary programs should be viewed as integral to the vocational teacher education function.

Teacher education should serve as a catalyst for: (1) innovations in curriculum; (2) updating knowledge and competency in teaching methods; and (3) conducting and evaluating experiments and pilot endeavors. The teacher educator, commonly located on a university campus, is in an advantageous position to be informed about and to coordinate new ideas resulting from research which could lend itself to more effective teaching programs and practices.

Teacher education should continue to promote and encourage allegiance to the profession of teaching.

One of the key roles of teacher education in vocational education is the development of an attitude of educational professionalism. This attitude should not be envisioned as a neat containerized mold into which every teacher must fit, but rather a realization of a role of teaching as a profession and of colleagues as professionals. An oversimplification of the "professional" is one who is recognized by the profession. To claim such distinction, it is obvious that vocational-technical teachers must reflect the ideal and not be viewed as second rate. Vocational teachers must belong to professional organizations, take part in state and national activities, and perform in the classroom at a level that commands the respect of their students and colleagues alike.

Effective teacher education programs are dependent in a large measure upon cooperative leadership in teacher education among federal, state, local, and institutional jurisdictions.

The federal government has its responsibility--the providing of funds and the evaluation of the effective use of these funds. It also provides the national coordination which is extremely essential to all states. Local education agencies are the purchasers and consumers of the products of the colleges and universities. They are the ones who will experience success or failure in teaching situations dependent, to a great extent, on the quality of teaching provided. It is their needs, which reflect student needs, that are the primary factors in developing teacher preparation programs. With the colleges and universities responsible for the preparation of teachers needed by local education agencies, community colleges, and technical colleges, and the federal government providing the national coordination for all teacher preparation, it is essential that the state play a vital role in coordinating all these efforts.

Vocational teacher education should receive high priority as an integral part of the total national and state teacher education efforts.

Vocational teacher education is uniquely tied to changes in technology. Consequently, a teacher-learning environment for vocational-technical education must be far different from that required for the normal classroom teacher. A technology-resource center should be provided within a vocational teacher education program, either on a state or regional basis.

Teacher educators should be included in the initial phase of vocational education program planning.

Program planning invariably takes place without any concern whatsoever for the teacher, his present competencies, and his future needs. It must be expected that innovative and exemplary programs of vocational education will require changes in teaching. Special teacher institutes, seminars, or short-unit classes may need to be planned so that the teacher is "on-board" and "in tune" with the contemplated changes. This involves much more than merely informing the teacher about new changes; it must supply the teacher with the necessary tools to accomplish the intended task. It is impractical to believe that all teachers, because they are teachers, will be able to adjust automatically to all new instructional patterns--some planning is necessary.

Teacher educators should develop, test, and apply evaluative criteria for teacher education.

Teacher educators must be aware of the strengths and weaknesses of their programs and should adopt some system for continuous evaluation of the program.

Teacher educators should provide service courses in the history, principles, and practices of vocational and career education for other school personnel and for the lay public.

Much of what educators in general and the public at large know about vocational education is false. Educators have little opportunity to understand the mission of vocatioanl education. Service courses should be available in regular undergraduate, graduate, extension, or other in-service programs for anyone who wants to learn about vocational

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education. The intent of such courses is to provide a basic introduction to vocational education theory and practice. Such courses, when available, must be promoted (advertised) in such a way as to become attractive to teachers and administrators in training, to experienced teachers, and to representatives of business, industry, and the lay public.

Program operation of vocational teacher education should be the responsibility of professional vocational teacher educators.

Professional teacher education is a career that should occupy the full-time attention of responsible vocational educators who have had special training and who have appropriate aptitudes for the tasks involved. The practice of assigning a person not specifically trained as a teacher educator to the responsibility of teacher education is seldom a satisfactory means of achieving quality in teacher education.

The evaluation of vocational teacher education should be a part of the state's total vocational program evaluation.

It seems logical that evaluation of a statewide program of vocational education would include an evaluation of teacher education, but, this is not the case in many instances of State evaluation. Any statewide evaluation of vocational education which does not include the specific evaluation of teacher education is questionable.

Vocational teacher education programs should utilize the services of advisory committees.

Every teacher education program involves instruction about advisory services, and yet not all teacher education programs take advantage of such advisory services. Teacher education cannot

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become "an island unto itself;" it must be continually regenerated by attitudes, opinions, and data supplied by school administrators, industrial representatives, teacher educators, and teachers. This issue is basic to quality in teacher education.

These twenty-six principles have a direct relationship to establishing an effective, realistic program of vocational teacher education. This paper does not exhaust the listing of principles that could be related to this subject, but does portray some of the most controversial and prevalent principles in the minds of vocational educators today.

ROLES, TASKS, AND RESPONSIBILITIES

The sponsors of the vocational education movement placed value upon teacher education as a prime requisite for quality in vocational education. The literature about vocational education prior to 1917 shows clearly the position of importance of teacher education; however, no national models were developed. When the Federal Board for Vocational Education discussed plans for vocational education with the states in August 1917, particular attention was paid to the states' intentions relative to teacher selection and training. Almost all of the leadership in teacher education during the early years of vocational education came from the Federal Board. Bulletins and papers were prepared by the Board, and national and regional meetings were sponsored by agents of the Board in the interests of developing statewide programs of teacher education. The Federal Board was the teacher for the states in developing teacher education programs. Over the years the role of the Federal office changed from that of teacher and director to stimulator. In addition, organized teacher education groups, with national and state components, and affiliated with the American Vocational Association, emerged into leadership roles in teacher education.

Recent national legislation for vocational education has not intentionally reflected a lower priority for teacher education, but the program of teacher education has been subsumed an omnibus category, referred to generally as ancillary services. The trouble with a particular unit falling into this omnibus situation is that it becomes "out of sight" and consequently "out of mind." Flexibility in the new legislation, and the stated concerns for attention to specific programs for specific groups, overshadow teacher education concerns. This is not to say that teacher education has neither grown nor improved--it has, and possibly remarkably so. But it is to say that the present grand design for vocational education must include a renewed emphasis upon the teacher.

Delineation of roles, tasks, and responsibilities must be brought into the limelight once again. It is imperative that new decisions be reached, or old ones reconfirmed, about the basic allocation of teacher education effort.

An assumption has been made that the roles, tasks, and responsibilities for teacher education can be defined under the headings of Institutional, Local, State, and Federal. The roles, tasks, and responsibilities which follow are expressed in terms of principles or fundamentals.

Institutional

Plan, coordinate, and evaluate programs for the development of vocational education personnel.

Comprehensive programs of vocational teacher education are often planned and executed in a vacuum. In order to plan effectively, enthusiastic and well-informed persons should be invited to assist vocational teacher educators in developing a sound and worthwhile program. These persons may serve as an evaluation team and offer constructive suggestions that would ultimately enhance the teacher educator's position and the program of vocational personnel development.

Clarify the positions of vocational teacher educators concerning employment conditions, organizational structure, and relationships and responsibilities to other institutions and to the state and local educational agencies.

This principle suggests that teacher education exists in an environment of administrative confusion. In many instances the teacher educator has simultaneous responsibilities to state agencies and the educational institution. This dilemma does not seem to arise when a teacher educator is a member of the state staff and is housed by contractual arrangement in the institution which provides vocational teacher education. A conflict of interest results when the state agency and the educational institution are sharing equally the costs for the services of a teacher educator. The teacher educator cannot answer to more than one authority and be expected to perform his work effectively and efficiently until his administrative relationships are thoroughly clarified.

Analyze the multiplicity of programs serving vocational teachers and combine programs which are common in practice, application, content, and professional development.

For too many years, vocational teacher education institutions have specialized and served specific publics, such as agriculture, home economics, business, and distributive education, trade, and industrial education. There are differences which have been identified and attention has been given to them. However, all of these subject-matter areas are part of the vocational education family and should be treated equally as members of that family. If equal recognition is to prevail, then a program of teacher education must be designed that will meet the needs of all these areas and at the same time provide for individual program differences. This approach to vocational teacher preparation can strengthen the program and provide efficiency and effectiveness.

Provide vocational teacher education to meet the special needs of various populations, such as teachers for the handicapped, disadvantaged, culturally deprived, and the physically impaired.

Traditionally, vocational education has served society by preparing persons for gainful employment without giving specific attention to special groups of persons. These special groups of individuals have been absorbed into the "regular" program without reference to their individual differences. With the population explosion came vast numbers of people who require and must have special attention, guidance, and encouragement. For the most part, teacher education programs were not tooled-up to provide vocational teachers with the necessary knowledges to cope with special situations. An emphasis must be provided in vocational teacher education programs to assure that teachers develop special competencies to meet the challenges of special populations.

Give continuous emphasis to the professional growth and development of vocational education teachers.

Without a doubt, programs of vocational teacher education place a high priority on the teacher's professional obligation. Generally, however, professionalism means belonging to the subject-matter organization and the national association which represents vocational education. Little or no attention is given to providing teachers with the understanding and attitude that will encourage and permit them to act in a professional manner, in the best interests of their students. Teachers must be able to rationalize objectively about their positions as members of an administrative team and their own personal-professional obligations. Without being able to make these determinations, the teacher will have no voice in the governance of his own profession.

Conduct an economic appraisal, in terms of costs and effectiveness, of the programs for the development of vocational personnel.

Like evaluation, little attention has been given to costs and effectiveness of vocational teacher education programs. Information regarding costs as related to preparing persons to teach tends to be obscured by the multitude of activities and responsibilities of teacher educators. Institutions have usually not been concerned about accountability and about costs required to provide an effective and efficient program for developing vocational education personnel. It is quite difficult to determine how effective a teacher is in relationship to what it costs to prepare him to teach.

Perpetuate professional growth of teacher education staff through self-appraisal, in-service education opportunities, and creative and imaginative attitudes.

It has been said that "a vocational education program is no better than its teachers." A parallel to this may be stated that "the strength of a teacher education program is no better than its teacher educators." Complacency and traditionalism have no place in contemporary teacher education. Teacher educators must discipline themselves to be imaginative, creative, vibrant personalities to insure that the program is the best that can be attained. Vocational education cannot become an effective system for preparing individuals for the world of work unless the teacher educator recognizes his responsibility to develop an innovative program of teacher education.

Utilize differentiated staffing in vocational teacher education programs.

Teacher educators can no longer depend solely upon their own experiences and competencies in preparing persons to become vocational education teachers. They must be willing to recruit, accept, and employ persons with special skills to aid the total program of personnel development. Without the services of semi- or para-professional personnel, the program will become stagnant and traditionalized.

Organize functional advisory committees for programs of vocational education personnel development.

Teacher education has not utilized advisory committees advantageously. Seldom have invitations been extended to knowledgeable, well-informed citizenry who could make contributions toward guiding the maintenance and/or improvement of a program for the development of vocational education personnel. Committees should be composed of individuals who are concerned about teacher education, who know and understand the educational community, and who are willing to accept responsibility for developing and maintaining an effective program for preparing vocational education personnel.

Local

Recommend type of education and experience necessary to assure that each instructor will function appropriately in a career-oriented educational environment.

The local agency has the responsibility for recommending the type of education necessary to assure that each educator in the local education agency will function appropriately in a career-oriented educational environment. Such recommendations may include courses in vocational education, educational philosophy or concepts for all teachers, or a program of work experience designed to give educators a perspective of the world of work.

Develop a long-range program of professional growth for each person employed in the vocational education program.

It is the responsibility of the local education agency to develop a long-range program of professional growth for each person employed in vocational education. An individualized program of professional growth which is based upon individual needs should be developed for each person, whether he be the vocational director, the vocational counselor, dean of vocational education, or instructor. This will enable the individual to pursue a systematic program of development leading to excellence in the profession. It will also assure the system of greater numbers of qualified personnel at all levels. Although this objective is accomplished in cooperation with the state and institutional agencies, it should be recognized that it is a primary responsibility of the local education agency.

Develop long-range projections (1 to 5 years) of vocational education personnel needs.

Development of a plan describing long-range vocational teacher education needs for each local education agency will provide the State office and the teacher education institutions with information needed to plan an effective program of vocational teacher education. Although this information has primary value to the state office and the teacher training institutions, it must be recognized that the local educational agency is in the best position for projecting long-range needs for vocational personnel.

Stimulate vocational education personnel to participate in occupational teaching and in-service training activities.

Stimulation of vocational educators to participate in in-service training activities should be accomplished through normal motivation; but because of the tremendous importance of in-service vocational teacher education, it may be necessary to make in-service education a condition of employment. A possible problem exists where teachers have dual certification, i.e., they may have academic credentials in addition to their vocational certification and may demonstrate a reluctance to engage in in-service education on an after-school basis when their academic colleagues are not required to do the same. This emphasizes the need for initiative to be taken primarily, by the local educational agency, but with the cooperation of the state and educational institutions which may be performing the actual in-service program.

Appoint a person to be responsible for the management of a local professional development plan.

Someone has to be in charge. Professional development plans will not develop in local areas unless someone "rises to the occasion" or is assigned the responsibility. Much improvement in vocational professional development can result if someone on the local level has been identified to work with state, county, regional, or teacher education personnel. Professional development plans, to be effective, must reach every person in vocational education. Top priority must be assigned to professional development for teachers. It would be much easier to carry out teacher education professional development programs if a local person was designated as the "key" person for professional development.

Identify in-service educational needs of currently employed vocational education personnel.

In order to take full advantage of the provisions of the Vocational Education Amendments of 1968, it is necessary that the local educational agency provide a vast amount of in-service education for persons currently employed. It is considered the responsibility of the local educational agency to gather data about in-service needs and disseminate it to the state office and teacher training institution, and to cooperate with those agencies in developing a program that will satisfy the educational needs.

Provide training stations, guidance, and supervision for student teachers, interns, teacher aides, and others who are entering careers in vocational education.

The local education agency has a key responsibility in working with teacher training institutions to provide training stations for student teachers, and to assist in a program of guidance and supervision which will assure meaningful experiences for trainees. Too often student teachers are assigned to a training station with little supervision, leaving the student teacher to fend for himself. This is a truly formative period for the student teacher and a time when he gains some of his most valuable experiences in his total teacher preparation program.

Not only is there continued need for training stations on the secondary level, but an increased need is recognized for community college training stations for persons preparing to teach in a post-high school environment. There are many characteristics common to secondary school teachers and community college teachers, but the differences warrant consideration of training stations in both types of institutions. In the area of student teaching, the person who has the greatest impact on student teachers is not usually the college professor, but rather the person in the teacher training station who has closest contact with the student teacher. The cooperating teacher, or the one who is assigned to assist the student teacher, should be a capable member of the staff who has a desire to work with and develop student teachers.

Budget for in-service training needs including released time, incentive pay, sabbatical leave, educational leave, and tuition payment.

Budget for in-service training needs should include provisions for released time, incentive pay, sabbatical leave, educational leave, and tuition payment. It is a common practice in business and industry to budget for in-service training; it is now necessary that educational agencies recognize this practice as a local responsibility.

Provide teacher salary schedules which equate vocational preparation and academic preparation.

Equate the range of vocational education preparedness for those new teachers who are long on academic preparation and those who are short on academic preparation, and establish a salary schedule which adequately takes this range of starting conditions into account. New vocational teachers who are short on academic preparation are often penalized on the salary schedule, and many times those who are long on academic preparation and lacking in work experience are inappropriately evaluated in terms of their worth in the vocational education program. It is therefore important that a fair and compatible salary schedule be developed which will take this range of conditions into account. This becomes even more important as an era of mandatory teacher management negotiations is approached. The success of teacher recruitment and teacher education programs bears a strong relationship to the degree to which salary schedules account for this range of preparation.

Identify potential vocational education teachers.

Local educational agencies should do more toward the discovery of potential vocational education teachers among their students and begin early to groom them for future positions in vocational education. State-coordinated guidelines should be developed to assist the local educational agency in recruiting staff for vocational education needs. These guidelines should be applicable to the recruitment of supervisors, counselors, teaching aides, and other vocational education staff personnel. Follow-up of the state apprentice graduates might lead to a source of potential vocational education teachers. In cooperation with the local education agency, the state office and the educational institution, identified potential vocational education teachers could be encouraged to start their academic programs while gaining work experience.

Encourage attitudes of professionalism among vocational education teachers.

The local educational agency has a definite responsibility in developing an attitude of professionalism among all its vocational teachers. There are many vocational problems that can best be solved by educators through the device of the professional vocational education organization. Only as teachers develop an attitude of professionalism can they be stimulated to engage in professional activities; therefore, the local educational agency has the additional responsibility of creating an environment in which professionalism will thrive.

Develop evaluation plans to measure effectiveness of instruction in cooperation with the state agency.

One- and five-year vocational educational plans developed by the local educational agency in compliance with state regulations should include a program of instructional evaluation. Present plans lack accountability in the area of teacher performance. One- and five-year plans should, therefore, not only be explicit in terms of vocational programs which prepare and upgrade students for employment, but should also include plans to upgrade and evaluate effectiveness of instruction.

Work to improve lines of communication between vocational education staff and other professional staff.

Exchange of information on a face-to-face basis is exceedingly important. In addition to other teachers becoming interested and knowledgeable about vocational education, vocational education teachers must be well-informed about the total educational program of the school and district, and must participate as integral members of the total school staff.

Evaluate the environment in which the teacher conducts his vocational education program.

Evaluation of vocational teacher education should be conducted by the local educational agency and should include a review of each teacher's instructional environment. In evaluating the effectiveness of teacher education, it is necessary that the behavioral change, (or whatever has occurred because of the teacher or his teaching) be determined, not by examining the teacher, but by observing him as he functions within his environment. Such things as room lighting, the type of students in the program, relative fitness of the equipment, budget, storage space--all these are a part of the teacher's environment and must be taken into consideration when evaluating the effectiveness of vocational teacher education.

Make recommendations for the improvement of vocational instruction.

The local education agency should include as a part of the evaluation of vocational teacher education a recommendation for the further improvement of instruction. One of the goals in evaluating the effectiveness of vocational teacher education should be the improvement of instruction. It is therefore important that a part of the evaluation include recommendations for the improvement of instruction. In order to constitute a truly effective part of the evaluation, these recommendations should be transmitted to the state and the teacher training institution. Cooperatively, the local educational agency, the state office, and the teacher training institution can act upon instructional improvement recommendations.

State

Make teacher education programs readily available to all vocational education teachers.

It is the state's responsibility to see that teacher education programs are available to all vocational teachers. This includes pre-service and in-service, and concerns the teachers in the secondary schools, community colleges, technical colleges, and the various adult and manpower programs where preparation for work if offered. In view of the new emphasis and the vital need for teachers and counselors to orient students in the early grades, the State Department of Education has the responsibility to see that these teachers have the appropriate preparation to carry out this responsibility.

Identify the quantitative need for vocational education teachers.

It is the state's responsibility to summarize and to forecast vocational education teacher requirements. Data should be obtainable from local districts and used as one of the bases for predicting teacher needs.

The nature of short- and long-range teacher requirements bears directly upon the kinds of teacher education to be provided and may be suggestive of strengths and weaknesses of existing teacher education curricula.

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Evaluate the performance of teacher educators.

Procedures must be developed that can be used by teacher educators for self-evaluation and by state administrators in vocational education for evaluating the performance of teacher educators.

Coordinate local and institutional teacher education activities.

The state is in an excellent position to provide a coordination service to teacher education institutions. It is important to reduce unwarranted overlapping of teacher education services and to strengthen programs where appropriate.

Disseminate information from national and state sources to teacher education institutions which bears directly on (or is closely related to) teacher education tasks.

Because of its close relations with the U.S. Office of Education and the local education agencies, the state is in a position to be acquainted with the latest developments and policies as practiced by these agencies. Colleges and universities may often be limited to the published article or the journal for information. It is the responsibility of the state to see that information concerning the most recent actions, policy positions, personnel changes, legal interpretations, and other actions vital to vocational education be made available to the college instructors who prepare vocational teachers. Unless these teacher educators are well-acquainted with the newest and latest developments, the preparation of new teachers will suffer.

Design certification standards for vocational education teachers.

Setting up certification standards is primarily a state responsibility. The Division of Vocational Education in the State Department of Education should continually assess the certification and/or approval standards for vocational teachers. It should seek to make changes when these standards become obsolete or do not fulfill the current needs. It should consult with the local education agencies and the institutions of teacher preparation, and then use its influence to obtain these changes as needed.

Review and approve vocational teacher education research proposals according to priority needs of the state.

The state should be actively involved in the review and approval of the proposals submitted to the U.S. Office of Education for research in vocational teacher education. The state cannot effectively serve all the agencies unless it is in the position of indicating the priority needs of the state, and to that extent indicate its support of proposals for funds to conduct special teacher education programs. In those cases where the state has developed an expertise in proposal writing, it should work cooperatively with local education agencies and institutions of higher learning in preparing EPDA or research proposals.

Administer funds for vocational teacher education.

Since funds may be available to the state under the Amendments of Vocational Education Act of 1968, under Part F of the EPDA, and from state sources, the state should plan to use these funds in the support of pre-service and in-service teacher education. To the extent that these funds are available, it should provide support to institutions of higher learning as well as to local education agencies interested in conducting in-service seminars and workshops. The state may also wish to use some of these funds in conducting conferences or in-service programs under its own direction. Providing funds to the various institutions carries with it the responsibility to evaluate the effectiveness of the programs which are supported. Funding to the colleges and universities should enable them to go beyond their routine role of preparing teachers and to serve vocational education more effectively.

Plan and coordinate an educational personnel development program.

The state should submit proposals to obtain EPDA (Part F) funds in order to serve the state. Proposals to be submitted should be based on the needs of the local education agencies, colleges, universities, community colleges, and technical colleges. They should provide an opportunity for innovative practices which may improve the general direction of teacher preparation.

Provide leadership for the coordination of all vocational teacher education programs.

The state has the responsibility of providing leadership for coordination of all teacher education programs. The preparation of vocational teachers cannot be isolated from the general preparation of all teachers. It is vital that state vocational personnel be involved in any coordinating effort or affiliated with any advisory group which functions within the state relative to the preparation of teachers at all levels. By functioning on this general level, the State Division of Vocational Education can be more effective in its program for improving the specific preparation of vocational teachers.

Federal

Develop and recommend general guidelines for the implementation and improvement of vocational teacher education.

The purpose of guidelines is to assist the states to develop appropriate programs of teacher education in cooperation with the financial support and leadership of the federal government.

Coordinate federal services which can support vocational teacher education.

Coordinate the services available in the federal government which can further develop and improve teacher education in the states. Help to eliminate unnecessary duplication and assist the states to utilize funds, services, and materials which are made available.

Administer federal funds for vocational teacher education.

In addition to the funds that are made available by the 1968 Vocational Education Amendments and the EPDA, funds which are supplied for research, curriculum development and exemplary programs may also in certain situations support programs in teacher education. The federal government in cooperation with the states should establish priority of needs for teacher education. Federal funds should then be used to support programs that are designed to meet those needs.

Encourage the development and implementation of model vocational teacher education programs.

The additional demands being made on vocational educators make it necessary to develop the most effective types of teacher education programs to prepare instructors and leaders who are well-qualified to conduct the new programs of vocational and technical education.

Sponsor national conferences, workshops, and research studies to improve teacher education programs.

There is a continuing need for the sponsorship nationally of different types of conferences and workshops. These should be designed to furnish the information which is needed by teacher educators and by leaders in vocational and technical education.

Collect and disseminate data about research studies and exemplary programs, including data from national societies and non-governmental agencies, related to teacher education.

Many new exemplary projects are being implemented throughout the nation. Some of these probably relate to teacher education. It is important for the state to be fully advised concerning exemplary programs that can help to improve teacher education.

Sponsor the development of curriculum materials to improve teacher education.

Careful consideration should be given to the advisability of using some of the curriculum funds for the implementation of curriculum materials which can help to upgrade programs of teacher education.

Negotiate contracts to develop instruments for the evaluation of teacher education programs.

Funds available on the federal level that can be used for evaluation of teacher education should be made available by contract to national centers, research groups, teacher education institutions, and State Departments of Education to evaluate programs of teacher education. The federal government should monitor these contracts to see that the funds are effectively used and to assure that the findings will be made available to the States.

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Make national assessments of the range, scope, and effectiveness of vocational teacher education.

An assessment study should be made annually of teacher education programs. Such a study should take into consideration the number of teachers and leaders enrolled, materials developed for use of instructors, research conducted, changes in the program, services provided to the teachers through visitation and workshops, and facilities used in teacher education.

Collect and publish data about the availability of vocational education teachers.

It is important to keep up-to-date information concerning the number of teachers and other leaders who are being prepared. The availability of this information should increase the employment opportunities of the teachers educated; it can help in the adaptation of teacher education programs and can have a direct influence on the development of new programs of vocational and technical education.

Determine the need for, and adequacy of, programs designed to develop state leadership.

Both the old and new programs of teacher education designed to develop state leaders, teacher educators, and specialists should be evaluated carefully. Effort should be made to provide adequate programs of education for teachers who are to be advanced to positions on the state or other administrative levels.

Assess the status of accreditation of teacher education institutes.

More information is needed about the accreditation of programs of teacher education institutions, and of institutions which conduct programs that relate to vocational and technical education. New developments in the field of accreditation should be appraised and if advisable, the federal government should provide additional leadership to assist in improving the accreditation of these institutions.

Evaluate the effectiveness of projects funded through EPDA and other federal teacher education programs.

The purposes of these evaluations are to identify weaknesses, determine the effectiveness of the programs, and disseminate the results of the evaluations.

IMPROVEMENT AND EXPANSION

Vocational education can be proud of its teacher education programs. These programs have served vocational education well and it seems safe to say that vocational education is somewhat better off because it did, in fact, honor principles of teacher education as an integral part of its total program.

Some programs of teacher education are better than others. Some programs have been conducted by inspired teacher educators. Some programs have had strong support of educational administrators. Some programs have had unqualified attention from State Directors of Vocational Education. Nevertheless, significant differences in content, method, and procedures appeared. In part, this was a good sign because it indicated a strong desire not to cast all teachers into the same mold, and to recognize the individual talents of teachers. Despite the variety of differences, all programs of teacher education have recognized the centrality of the teacher in relation to quality of vocational education programs.

New ideas for implementation of vocational education programs, as expressed in the Vocational Education Amendments of 1968, with broad and flexible concepts related to people and occupations, did not define in any specific way how teacher education should adjust in line with general expansion of vocational education. Recognition of the necessity to place an emphasis upon the teacher came in the form of the Education Professions Development Act, P.L. 90-35. Part F of the Act (Title II, VEA '68, P.L. 90-576) focused attention upon leadership development in relation to vocational education personnel.

Suggestions concerning improvement and expansion of vocational teacher education were received in the form of answers to questions related to ways and means, procedures, and resources and to the role of the principal professional organization--The American Vocational Association.

I

Identify the Ways and Means of Expanding Vocational Teacher Education (All Vocational Areas, Technical Education, Practical Arts, and Manpower) In Order to Serve a Larger Group of the Present and Potential Teachers

Establish an Office of Professional Development at the state level which is responsible for coordination and leadership for all phases of professional development.

Such action is intended to prevent duplication of services and administrative structures. Furthermore, it is intended to hold one office responsible for planning and implementation of professional development activities. It is not intended that this office actually perform all of these activities, but to arrange for leadership activities to be conducted and to coordinate all statewide activities pertaining to professional development for vocational education.

Develop vocational teacher education as a definite subsystem of the larger total system of teacher education.

Throughout the United States there are two basic systems of teacher education: (1) one for all teachers except vocational education teachers, and (2) one for vocational education teachers only--the second system is further subdivided into various fields of vocational education.

It is obvious that economies can be achieved by joining forces. Each state is urged to make such adjustments, to capitalize upon the advantages of the commonalities in teacher education, but not to abdicate its responsibility for follow-through concern for vocational education teachers. Most general teacher education institutions (see #1 above) have little or no concern for the teacher after basic teacher education requirements have been completed. The

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implication of EPDA and VEA '68 is toward continuous concern for the teacher throughout his instructional life.

> *Expand the scope of teacher education beyond pre-service and in-service training and beyond secondary and post-secondary education to include attention to areas such as manpower programs, correctional institutions, industrial programs, special groups, and a variety of continuing education programs.*

This item is self-explanatory, but it hints at a present defect in the system for vocational teacher education programs that concentrate attention largely upon the pre-service aspects of teacher education.

> *Plan for increasing emphasis on research in vocational teacher education programs.*

Teacher education institutions should be held responsible to provide all kinds of definitive data about teachers and teacher profiles. Such data should show changes in characteristics of teachers, trends and relationships of various kinds, and should in general be the source of all information needed about teachers. In addition, teacher education programs should experiment with new methodology and theories of teaching and learning, should integrate these elements into the teacher education program, and should publish and distribute new instructional data to teachers in the field.

> *Conduct teacher education programs both in the university and in the vocational schools to upgrade and/or prepare teachers for certification.*

The intent here is clearly to get teacher educators out of the "ivory halls" and into the real-life situation of vocational instruction. It is obviously possible to conduct teacher education outside the college or university classrooms and to shorten the length of time required for basic teacher preparation. Furthermore, such experience would provide an excellent base for the development of in-service programs of teacher education.

Utilize the services of nonvocational education specialists such as sociologists, economists, and representatives of industrial training programs.

Teacher education programs can profit by bringing specialists from other disciplines and from the world of work to consult with teacher educators, to participate in instruction of teachers, and to update vocational education teachers concerning related knowledge of value in understanding students and the social, economic, and technological climate in which they will work.

Use appropriate advertising resources to obtain new teachers.

This item suggests that it is imperative to seek vocational education teachers--people who have special qualities of value for vocational education instruction. Many new vocational education teachers get into the program by accident rather than by design. Recruitment of new teachers is essential to the progressive development of vocational education.

Provide off-campus training in geographical areas for greater availability; provide flexibility in student teaching; revise institutional requirements in line with off-campus instruction.

Needed changes in the method of providing teacher education seem to suggest that teacher education should be taken to locations where the teachers are. Campus classes are not necessarily taboo, but considerable adjustment and flexibility can be provided if teacher educators view their task as extending far beyond the confines of the campus.

Evaluate present teacher education programs to determine effectiveness and efficiency.

What good does teacher education really do? What evidence can be gleaned to show that teacher education is actually valuable, and that it does in fact help teachers? These are continuing tasks of teacher educators who are responsible to obtain and make available the evidence to demonstrate beyond reasonable doubt the worth of the teacher education program. Evaluation of teacher education has never been more imperative.

Conduct a status survey to determine supply of and demand for teachers in vocational education.

State administrators should know that teacher education programs are in fact preparing a sufficient number of new teachers to account for normal turnover and expansion. Attempts should be made to determine the long-range requirements for vocational education teachers.

Be flexible in meeting pre-service and in-service needs of teachers; make field, summer, and evening courses available to potential teachers.

All states seem to have a general problem of making teacher education available in a variety of ways to meet the special requirements of teachers.

Improve the utilization of teacher education staff by combining courses which are essentially common to all vocational areas.

This issue condemns the practice of offering separate teacher education courses in a single institution for different vocational areas, particularly courses which can be construed as common to all vocational education areas. Institutions are urged to make adjustments where such obvious duplication occurs.

Examine the practices of state funding of vocational teacher education.

States vary widely in the extent to which they invest in vocational teacher education. In the absence of definitive data, it is believed that some states have so "weaned" the teacher education program that its actual effectiveness is impaired. A corollary to the general problem suggests that states should know what they are actually getting for their investment in teacher education, regardless of the size of this investment. Comparative data should be obtained on a national basis about the actual investment in teacher education.

Include evaluation and preparation of instructional materials in teacher education programs.

This item implies the need for curricular material in vocational education and implies further that development of instructional material for a variety of vocational programs should be undertaken by, under the direction of, or in close relationship to teacher education. Other things being equal, teacher education is (or should be) in a strategic position to evaluate instructional materials and supervise the preparation of such materials.

Encourage vocational education teachers to recommend potential vocational education teachers.

Every teacher finds in most of his classes an outstanding student who seems to have desirable qualities to become an outstanding vocational education teacher. This is one part of the total recruitment program. Vocational education teachers are urged to become sensitive to their potential for suggesting teachers, either from their classes or from their business and industrial contacts.

Develop and implement programs for preparing an increased number of teacher educators.

How a person becomes a teacher educator seems clouded in mystery. Very little is being done to find potential teacher educators and to provide them with special workshops, institutes, or seminars in order to speed up the process of becoming sensitive to the many facets of teacher education. Few if any states would have the capacity to organize and conduct teacher education preparation programs. This appears to be a national EPDA problem which could be implemented by national leadership and provided in two or more areas throughout the nation at periodic intervals.

Sell the decision-makers on the importance of teacher education.

This entire project is beamed toward the task of bringing teacher education prominently to the attention of the decision-makers. The question of what is needed in the way of teacher education should accompany all vocational education program plans.

Develop state-wide and regional structures to promote cooperation among teacher education programs.

Although the responsibility for teacher education should be fixed in any state, talents throughout the state and in other institutions should be used.

Provide a direct "pipeline" between the state agency and teacher education institutions.

In some states, evidence indicates that teacher educators feel they are too far removed from state agencies responsible for program development and that the problems and issues confronting teacher education do not get to decision-makers at the state level.

Poll local administrators and instructors regarding vocational teacher education services needed.

Teacher educators must maintain a continuous relationship with the employers of vocational education teachers for the purpose of knowing firsthand about the kinds of teacher education services needed to improve the instructional capacities of teachers.

Recognize community college credit for vocational teacher education.

Concepts of the "open curriculum" in teacher education should prevail to the extent that a potential teacher can be given credit for similar or identical education requirements in teacher education. The new teacher in training should have an opportunity to "challenge" any teacher education course upon the basis of prior completion or prior experience related to the course.

Arrange for the joint appointment of teacher education faculty to community college facilities and to vocational education facilities at other universities.

This technique, where feasible, can assure depth to teacher education and can utilize competencies in a two-way process in teacher education.

Arrange for the appointment of state agency personnel to vocational teacher education faculties on a part-time basis.

The advantages of close involvement of the state agency personnel in the teacher education program are obvious. Benefits are gained both by the teacher educator and the state agency personnel; new and experienced teachers have an opportunity to become acquainted with state agency personnel and can share their hopes and fears with the policy makers in vocational education.

Use both resident and itinerant teacher educators.

This item is not only a convenience for teachers but tends to keep them in frequent contact with progressive development in teaching and learning. Use of itinerant teachers makes it possible to take advantage of specialized experiences which may not be available among resident teacher educators.

Make available many forms of financial assistance to teachers.

Increased emphasis upon teacher education suggests that some of the funds for teacher education should be devoted to direct assistance for teachers. The ultimate goal would be to provide all teacher education programs at no expense to the teacher, even to the point of giving an honorarium for the teacher to attend some kinds of teacher education programs.

Disseminate information about vocational teacher education to all interested groups.

Information about vocational teacher education is one of the best-kept secrets in vocational education. Until teacher educators make such information available, it is difficult to expect that all interested groups will provide strong support for teacher education. It is difficult to support that which you don't know much about or do not understand.

Develop vocational education personnel as individuals beyond mere "occupational" preparedness.

Occupational competency has been a hallmark in vocational teaching. However, the principles of teacher education go far beyond the single requirement of occupational competency. Programs of teacher education must have elements of a broadening nature and must be in tune with contemporary needs--teaching the culturally disadvantaged student, for example.

Apply AMIDS (Area Manpower Institute for the Development of Staff) on a broader front.

The AMIDS programs actually perform many teacher education functions which have been ignored, or possibly not specifically provided by the vocational educational legislation or the state plans. Teacher education is needed on a broader front than is commonly provided in the states; commitment has been largely to pre-service teacher education. Close collaboration with AMIDS will benefit both programs: (1) extend teacher education to a larger group, and (2) provide teacher education expertise which is not totally available in AMIDS programs.

Adapt certification format to permit entry from business and industry and from baccalaureate programs.

A frequent criticism of vocational education is that it does not provide a reasonable open entry to employment of teachers from business, industry, and other baccalaureate programs. Expansion hoped for in vocational education will require that states evaluate their certification requirements to be sure that such requirements are not excluding desirable teachers in vocational education.

Modernize teaching techniques: use a variety of teaching methods.

Teacher education programs should exemplify the best possible teaching. From the standpoint of instruction, teacher education programs should use modern devices and a variety of teaching methods to demonstrate by actual example their concern for the individual teacher.

Provide teaching specialists for various special student groups.

This is an opportunity for teacher education administration to bring teaching specialists to special groups of teachers--basic education, English as a second language, curriculum for the handicapped and the disadvantaged, and the like. This need must be recognized by teacher educators; otherwise it may not be provided at all.

Grant college credit for certified occupational experience.

Some states have experimented in granting college credit for occupational experience. This practice seems to be highly desirable and all states are urged to institute such a program, or to review and update programs now available.

II

Identify Specific Procedures to be Used to Improve the Effectiveness of Vocational Teacher Education

Develop more effective follow-up of first-year and second-year vocational education teachers.

For the most part these are the formative years for the vocational education teacher--the period of time when teachers need the most help on the job, and with real-life instructional situations. Teacher educators must be available to give assistance when needed. Furthermore, teacher educators could collect data continuously concerning the instructional problems of new teachers and then use these data to modify teacher education.

Make a state-wide study of total efforts in vocational teacher education.

This is part of the general knowledge that each state should possess about the actual programs of teacher education. Relevant data about vocational teacher education is scarce. Too little is known about the nature of the total effort, its strengths and weaknesses.

Develop better communications from the state office relative to resources (types of funds) available for special workshops in teacher education.

In the absence of statewide efforts to coordinate professional development, each teacher education institution must shift for itself in attempts to provide special services. Frequently these attempts are handicapped because of the lack of (or poor) communication with the state agency. On the other hand, all teacher education agencies should take the initiative to know what resources are available from the federal level.

Develop guidelines, on a national basis, for the evaluation of teacher education programs by the individual states.

Opinion is nearly equally divided concerning the relevance of this item. (As many people disagree, or are undecided, as agree.) It would appear to be advantageous for teacher educators to know about national attitudes concerning criteria for evaluation; the fear is related to imposing national criteria which may reduce local initiative.

Encourage all Divisions of AVA, and associated teacher education groups, to work together in support of vocational teacher education.

Teacher education frequently gets lost in relation to the major decisions about vocational education. Certainly one element of vocational education common to all Divisions of AVA is teacher education. It seems obvious that all Divisions should develop strong concerns about and support for teacher education.

Develop plans to improve the competency of teacher educators.

No satisfactory means has yet been devised in vocational education to provide self-renewal activities for teacher educators. This is an urgent item worthy of special consideration and support of EPDA programs. This problem is national in scope and cuts across all areas of vocational education.

Develop a state-wide vocational education management system which includes vocational teacher education.

This item is somewhat controversial. One out of three persons consulted tended to disagree or was undecided about the matter. It does seem reasonable that if any part of vocational education is evaluated, teacher education should not be excluded. Disagreement and indecision about this issue may suggest more direct self-evaluation activities among teacher educators.

Utilize the resources of the State Advisory Council in vocational teacher education planning.

Teacher educators should take the initiative to keep state advisory councils advised about the total program of teacher education and urge such councils to review and study teacher education resources in each state.

Explore the further development and utilization of correspondence courses in vocational teacher education.

Despite a strong negative attitude (four to one against), this item may have significant value. Few, if any, persons would agree with the item as a total replacement for present teacher training activities. However, vocational teachers (the isolated teacher, for example) for whom teacher education is not readily available cannot be ignored and must be served in the same manner as other teachers.

Promote field experiences and internships for vocational teacher education.

Realization of this item can follow many paths and is another example of the need for teacher education to explore new ways and dimensions of relevance.

Establish a program with an audio-visual specialist to assist in designing, selecting, and producing media for more effective teaching procedures.

One of the critical needs in teacher education is adequate provision for curriculum development laboratories which include the production of audio-visual instructional aids. For nearly a decade this provision has been recognized in federal legislation but is yet to become a reality.

Plan experimental studies contrasting alternative methods of vocational teacher education.

Teacher education programs must experiment broadly with methodology in teacher education. Principles of flexibility and individual instruction apply to teacher education and too often teacher education has been accused of making one suit which is supposed to fit all people. The item calls for variety in teacher education.

Increase attention to the development of research competencies as an integral part of vocational teacher education.

Teacher education programs appear to be the logical source for the development of research competencies among vocational educators. Not only should teacher education programs realize and develop this potential, but state agencies should move toward utilizing these resources for developing research competencies and to secure a greater degree of implementation of research data in instructional programs.

Help teachers develop and maintain positive attitudes toward work which they in turn will impart to their students.

That teachers must develop positive attitudes about the world of work is a widely accepted concept. How this can be accomplished by teachers should be included in the methodology of teacher education.

Encourage the exchange of teacher educators on a regional or national basis.

Although sixty percent of the persons consulted on this issue expressed a favorable reaction, there are practical problems which tend to inhibit exchange of teacher educators. Opportunity for exchange of teacher educators as participants in class work in teacher education is limited to the summer period; exchange of teacher educators for the purpose of planning and design of teacher education programs has not yet become popular. Realization of the goals implied by this item depends largely upon stimulation by the provisions of EPDA.

Develop a centralized teacher education program so that teachers are knowledgeable in all areas of vocational education.

Inherent in the goals of the Vocational Education Amendments of 1968 is the idea that teachers in one area of vocational education acquire knowledge and understanding of the vocational education program in other areas. The concept of a centralized core about all vocational education appears to have value despite a two-to-one negative reaction to this item by previous reviewers.

Test resource materials for effectiveness before publication.

The logic of this point is obvious. Nevertheless, some evidence seems to exist that pilot testing and field testing of resource materials, although highly desirable, are not carried out.

Involve teachers in developing instructional materials.

This is a logical step and can add relevance to instructional material development.

Make available to teacher educators all materials and equipment that are available to teachers in local districts.

One of the tragedies in teacher education is that some programs lack adequate materials and equipment. Teacher education programs should at least be able to deal with materials and equipment commonly found in local districts. Failure to supply this minimum quantity of material is as unsound as furnishing material and equipment of such a sophisticated nature that it is beyond the grasp of teachers in a local district.

Extend and improve interchange by putting teacher educators "where the action is" for feedback and problems of instruction.

This issue has been identified in a number of forms and it would be difficult to find fault with the obvious advantages of teacher education completely in tune with contemporary instruction in vocational education. Unquestionably the issue is representative of one of the imperative qualities of teacher education.

Use qualified part-time instructors to teach field classes, both pre-service and in-service.

This technique for improving teacher education was strongly recommended by vocational educators across the nation. In addition to the opportunities to provide expertise not found in the permanent teacher education staff, use of part-time instructors makes it possible to utilize teacher education talent in local districts and in business.

Use ETV network as a means of reaching large numbers of teachers.

Seventy-five percent of the people consulted about this item reacted favorably. However, before long-range investments are made, the research on the effectiveness of ETV must be reviewed. Despite great interest in and concern for ETV, teacher education has not experimented with its use sufficiently to warrant positive conclusions about its value as an alternative to other methods.

Offer evening and weekend workshops and seminars.

Every possible means should be used to provide teacher education programs at the convenience of teachers. Expanding the options for teachers is to be encouraged. However, use of evenings and weekends can only be regarded as one of the possible options.

Increase the use of media for self-evaluation by teachers.

A teacher never "arrives." Throughout his professional life a teacher is faced with the problem of teaching himself how to teach effectively. The technique of self-evaluation of instruction is an imperative aspect of teacher education.

Expand the use of advisory groups in personnel development.

Generous use of advisory services as an aid in reaching decisions about professional development is highly recommended.

Unify teacher education organizations in higher education institutions.

Negative reaction to this item (40%) is probably rooted in fear of losing comfortable and well-established patterns of teacher education. Duplicating and overlapping of services (particularly common areas) within a single institution are nevertheless difficult to justify.

Develop behavioral objectives for teacher education.

This is an exceedingly desirable means of improving instruction and provides an excellent opportunity for teacher education either to validate existing programs or to see clearly what additions are needed.

Provide opportunities for teacher educators to attend professional meetings.

Evidently some states isolate their teacher educators from professional relationships with their peers. Dialogue and general exchange of ideas among teacher educators tend to stimulate creativeness.

Disseminate knowledge of exemplary programs and techniques.

A program of disseminating knowledge about exemplary programs of teacher education is essential. Too often a teacher educator hears about new developments by accident. At present there is no regularly operating procedure to accomplish this task.

Provide in-service education for supervisors of student teachers.

Supervisors of student teachers must have frequent opportunities to review and adjust their goals and procedures in the light of

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their combined experience with student teachers. In addition, results of research and reports of successful practices in related areas must be made available to supervisors.

Build incentives for professional development.

A carrot out in front attracts most people. Although it can be argued that each person has to find his own carrot (set personal goals on the basis of self-analysis), it is well-known that monetary and other kinds of rewards help. Some societies place a teacher at the very top of the social structure. Perhaps vocational education should take a long-range view toward developing some kinds of recognition for the master teacher. Ninety-two percent of the persons consulted believe in building incentives for professional development.

III

What Kinds of Resources are Needed to Expand and Improve Vocational Teacher Education?

Provide additional funding, including a substantial financial plan for teacher education facilities and equipment.

Definitive review and analysis of actual funding for vocational teacher education are not available for the contemporary program. Among the states, no one knows for certain the exact status and condition concerning allocation of financial resources for teacher education.

An assumption generally made about teacher education facilities is that they are poor. Consideration could well be given to construction and facility expenditures for teacher education.

Utilize more relevant innovation in instruction.

Objections to innovations in teacher education programs would be hard to understand. Obviously progressive, up-to-date, creative, and imaginative programs are imperative. One of the implications of this issue is strong self-policing of teacher education programs.

Use a variety of multi-media resources.

Most certainly expansion and improvement of teacher education should include liberal use of a variety of multi-media resources. The extent to which these items are actually available for teacher education across the nation is not known.

Provide continual access to instruction and counseling resources.

Too often teacher education stops when the vocational instructor leaves the campus and completes basic requirements for certification.

One of the imperative ways to improve the effectiveness of teacher education is to make teacher education resources available continuously to teachers throughout their teaching careers.

Coordinate "software" development between teachers and specialists.

Development of software resources for teacher education must include teachers in order to provide relevance to teaching requirements. Specialists must be used to provide a "leading edge" in software development and to avoid the need to make continuous improvements on possibly outmoded materials.

Provide more individualized instruction on a continuing basis.

A basic principle of teacher education is that it must exemplify individualized instruction. By actual example teacher educators must provide individualized instructional situations. One of the goals of teacher education is to achieve individualized instruction in vocational education classes.

Develop a "learning resource center."

By definition, a "learning resource center" represents the best of instructional technology and multi-media. Research in teacher education has defined the parameters of such learning centers, including design of appropriate buildings. The assumption that present teacher education facilities do not live up to desirable standards is well-founded.

Provide opportunities to renew occupational experiences.

The need for updating the occupational experiences of vocational education instructors is becoming more acute with increased technology. Such programs should become a part of a statewide plan, and teacher

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educators should play a significant role in this plan.

Experiment in the development of exemplary in-service programs.

In-service training programs for vocational education teachers represent a major critical need in teacher education. All states must develop strong programs of in-service teacher education.

Provide for employment of specialized education consultants and make full use of school and community resources.

This point has been emphasized repeatedly and probably represents one of the largely untapped resources for improvement and expansion of teacher education; it requires a little imagination, detailed planning, and a lot of hard work.

Provide proper funding, minimizing soft money.

Soft money is attractive, and available, and should be used. However, the foundations of improved and expanded teacher education programs must be based on available hard money.

Publicize vocational teacher education and its availability in the state.

Structure and availability of teacher education programs are not thoroughly understood by vocational education teachers: among educators and policy-makers generally, the purpose, structure, and content of vocational teacher education constitute an almost unknown quality.

Develop better liaison between State Boards and teacher education staffs.

Centrality of teacher education is the scheme of quality in vocational education that suggests the desirability of two-way communication between the State Board for vocational education and teacher education. The situation is not resolved by informing State Boards about teacher education; teacher education must be accountable to State Boards for quality dimensions among teachers.

Make better use of teacher education programs as intern experience for vocational educators who are moving to positions of larger administrative responsibility.

Leadership development of potential administrative personnel could well provide substantial experience on the firing line of teacher education. After all, the nature of the administrator's job is affected by the quality of the vocational instructor. In addition, such intern experience could bring administrative problems into the structure of teacher education.

Study the possibility of using the resources of the post-secondary institutions.

The case in point is that any teacher education program which is confined entirely to the university campus can overlook a wealth of other resources. One of these resources is the post-secondary institution which does not now figure prominently in teacher education.

Develop basic textual materials for vocational teacher education programs.

More than one-third of the respondents to this issue do not regard development of basic textual materials as an aid to improving and expanding teacher education. On the one hand, there is a lack of such materials which are generally useful across the board; on the other hand, teacher education must maintain a degree of freedom from conformity to any rigid system of basic textual materials.

The fact that two-thirds of the respondents found value in the item suggests that it is a viable element of improvement, but that the hazards involved must be recognized.

Assign administrators to vocational teacher education programs who are especially prepared for this responsibility.

Evidently administrative responsibility and authority for vocational teacher education are assigned in some states to persons with little background, understanding, or sympathy for teacher education. Obviously, an improved and expanded teacher education program can grow effectively when the administration is knowledgeable about teacher education.

Regularize an annual assessment of the products of teacher education as feedback for improvement.

Regularizing an assessment of vocational teacher education, by reference to the teachers themselves, is unquestionably representative of a desirable feedback pattern.

Encourage local education authority to take initiative for the professional development of vocational education personnel.

Some enthusiasm for professional development must be generated from within the local educational authority. Local plans should be realized in cooperation with general state agency plans and in cooperation with teacher education programs.

Provide funding specifically for teacher education by adding an amendment to the vocational education act.

Support for this item (75% of the respondents) represents inadequate funding of teacher education by some of the states; consequently, forced funding by establishing a teacher education category in the legislation seems attractive. Precisely how this action would actually improve and expand teacher education is not clear; alternatives should be prepared.

Concentrate on using industry as a resource for training vocational teachers.

Reactors divided equally upon the relevance of this item as a resource for teacher education. Evidently use of this avenue in the training procedures among the states is not widespread. However, there can be no doubt but what industry does represent a potential resource.

Explore the potential of industry financing vocational teacher education.

Some unions have funds which have been used to provide annual seminars to update certain teachers of vocational education. Such programs have been generally excellent. Because of the imperative need for in-service teacher education, these potential resources should be explored.

Provide a national program which will underwrite in-service and pre-service programs for teacher education in vocational education.

Most of the funds for teacher education have been used in pre-service type programs. Expansion in the number of teachers needed, as well as development of a nationwide emphasis upon in-service programs, means that substantial funding is necessary. The centrality of the teacher in vocational education, and the numbers involved, suggest the need for substantial national funding of these efforts.

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Develop strong liaison with Research Coordinating Units.

The Reseach Coordinating Unit (RCU) is definitely a new resource for teacher education. The RCU provides immediate access to research related to teaching and learning, and to development (models, for example) in teacher education.

IV

What is the Role of AVA in Vocational Teacher Education?

Relate systematically with national educational organizations, with business and industrial associations, and with other groups for the purpose of influencing and strengthening programs of vocational teacher education.

Respondents felt that these tasks were unquestionably a responsibility of AVA. Concentrated effort by AVA to represent vocational teacher education among all other national groups would in fact represent the best interests of teacher education.

Promote specific allocation of federal funds for vocational teacher education (get teacher education out of the "ancillary" class).

Teacher education is far too important in the general scheme of vocational education to be lost amid a general collection of miscellaneous aspects of vocational education. AVA is strongly urged to secure either categorical financial aid, or other means, in national legislation to focus major attention on teacher education.

Consider re-establishment of personnel exchange within AVA.

This item received only mild approval. Perhaps the divided vote represents a feeling that such service is not needed. However, if it is needed, AVA is the logical organization to take action.

Establish liaison between AVA and school accreditation agencies to work toward approval of vocational teacher education programs.

Teacher education in vocational education must become a part of the accrediting process and it appears by general agreement in this study that AVA must promote the accrediting process for teacher education. Appointment of teacher educators to accreditation

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committees is highly recommended.

Take AVA to the field for teachers--offer regional, small group meetings, "circuit riders," or "drive-in" conferences.

Teacher education reinforces again an item already well-known--the fact that the teacher in the field does not have sufficient professional relations with the national organizations. Teacher education accepts the responsibility to develop pride in AVA, but the organization needs to establish extra services and relationships with teachers.

Provide support for national programs of professional development.

This item points toward professional development of all vocational education personnel (programs such as those arising out of USOE-EPDA) and places special emphasis upon the vocational education teacher.

Disseminate information about teacher education programs.

The role of AVA in disseminating information about teacher education practices was strongly established by the study. Implementation is probably a major task of the teacher education department working in close cooperation with divisional teacher education efforts.

Provide liaison with state associations for promotion of personnel development.

This item was strongly emphasized by the national study and reflects a general national need to sensitize state associations to action in professional development.

Assist in the development of criteria for teacher educators.

Two out of three people who responded to this item were in favor of the development of such criteria. Support for this role of AVA is a reaction against what appears to be extremely variable standards related to selection of teacher educators.

Maintain a directory of teacher education personnel.

More than 90% of the people responding to this item designated it as an imperative role of AVA. Implementation of this role could well become a task of the teacher education department.

Initiate committees for the study of teacher education curricula.

Periodic national studies of the total vocational teacher education program (pre-service and in-service) are urgently needed. Such studies (probably to be supported by EPDA) must contain the factual data about teacher education and clearly show extremes and trends. The role of AVA is to encourage the development of such studies, not necessarily to become actually involved in the study.

Encourage study of personnel development problems by division committees and urge inter-division communication regarding teacher education.

It is the role of AVA to continue to emphasize professional development as an integral part of division concerns.

Continue to emphasize and expand informational materials on vocational teacher education.

AVA must assume a role in relation to information about teacher education. At present it is difficult to describe, on a national basis, the total teacher education program.

Publish relevant teacher education instructional materials.

Assessment of the actual need for such materials is the task of the teacher education department. Although this item was highly recommended, the exact dimensions of the problem are not known.

Arrange for testimony about vocational teacher education to be presented to Congressional committees.

The status of teacher education, including its strong and weak areas, must be brought to the attention of the Congress along with other data used by the Congress in its reviews of vocational education.

Conduct a national conference on vocational teacher education similar to the legislative and post-secondary occupational conferences.

Eighty-five percent of the persons consulted see great value in such a national conference. The conference would not only focus attention upon teacher education and personnel development, but would go a long way in getting at teacher education issues which need further attention.

Develop comprehensive AVA yearbooks including chapters on philosophy, methods, and other facets of vocational education.

The literature of vocational education is unquestionably a weak link in the total national program. Frequent publication (as well as updating) of general kinds of information about vocational education is essential.

APPENDIX

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IN ADDITION:

Eighty unlisted delegates to the AVA Convention in New Orleans, Louisiana, December 1970.

ACCESSION NUMBER: VT102877

TITLE: REPORT ON VEPDA (VOCATIONAL EDUCATION PROFESSIONAL DEVELOPMENT ACT) INSTITUTE FOR OCCUPATIONAL SPECIALISTS. JUNE 18, 1973 - DECEMBER 7, 1973.

PERSONAL AUTHOR: MYRICK, ROBERT D.

DESCRIPTOR: *INSTITUTES (TRAINING PROGRAMS); *WORKSHOPS; *PERFORMANCE BASED EDUCATION; *INSERVICE EDUCATION; *PUPIL PERSONNEL WORKERS; EDUCATIONAL ACCOUNTABILITY; SKILL DEVELOPMENT; COUNSELOR TRAINING; OCCUPATIONAL GUIDANCE

IDENTIFIER: *OCCUPATIONAL SPECIALISTS; FLORIDA

EDRS PRICE: MF AND HC AVAILABILITY WILL BE ANNOUNCED IN VOL. 9, NO. 6.

DESCRIPTIVE NOTE: 34P.

ABSTRACT: DESIGNED FOR SECOND YEAR OCCUPATIONAL SPECIALISTS, THE INSTITUTE CONSISTED OF TWO SEPARATE THREE-WEEK SUMMER TRAINING WORKSHOPS AND A COMBINED ONE-DAY FOLLOWUP IN DECEMBER. THE 41 PARTICIPANTS HELD POSITIONS CREATED BY FLORIDA LEGISLATION IN 1970, AND MOST HAD RECEIVED LITTLE OR NO TRAINING FOR THEIR POSITIONS. OBJECTIVES OF THE INSTITUTE WERE THE DEVELOPMENT OF SPECIFIC COMPETENCIES IN THE AREAS OF COMMUNICATION SKILLS, CAREER PLACEMENT, CLASSROOM GUIDANCE ACTIVITIES, AND ACCOUNTABILITY PROCEDURES. FOR EACH OF EIGHT COMPETENCIES, A PERFORMANCE CRITERION WAS IDENTIFIED WHICH PROVIDED A STANDARD FOR ASSESSING INDIVIDUAL PERFORMANCE AS WELL AS A METHOD OF PROGRAM EVALUATION. THE WORKSHOP AGENDA INCLUDED MORNING SEMINARS FOR LECTURES, DEMONSTRATIONS, AND GENERAL DISCUSSIONS AND AFTERNOON PRACTICE SKILL SESSIONS. SKILL DEVELOPMENT LABS, UTILIZING ROLE PLAYING TECHNIQUES AND VIDEOTAPED DEMONSTRATIONS, EMPHASIZED SKILLS IN FOUR AREAS OF COMMUNICATION: INDIVIDUAL INTERVIEWING, GROUP LEADERSHIP, CONSULTATION, AND PRESENTATION OF THE ROLE AND FUNCTION OF THE OCCUPATIONAL SPECIALIST. PARTICIPANTS PLANNED A COLLABORATIVE ACCOUNTABILITY STUDY TO BE CONDUCTED IN THEIR SCHOOLS AND SHARED EXPERIENCES IN THE DECEMBER WORKSHOP. RESULTS OF A POST ASSESSMENT INDICATED THAT THE WORKSHOPS WERE SUCCESSFUL IN BUILDING MOST OF THE DESIRED COMPETENCIES. APPENDIXES TO THE REPORT CONTAIN THE WORKSHOP AGENDAS, CORRESPONDENCE, AND A LIST OF PARTICIPANTS. (RG)

INSTITUTION NAME: FLORIDA UNIV., GAINESVILLE. DEPT. OF COUNSELOR EDUCATION.

SPONSORING AGENCY NAME: FLORIDA STATE DEPT. OF EDUCATION, TALLAHASSEE. DIV. OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION.

102877

Report on VEPDA Institute

for

Occupational Specialists

June 18, 1973 - December 7, 1973

University of Florida
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VT 102 877

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INTRODUCTION

The Occupational Specialist is a relatively new helping person in the schools of Florida. The position was legislated in July, 1970. However, most Occupational Specialists received little or no training for their position. Many of those who had worked one year in the schools expressed an interest in obtaining more preparation in the areas of communication skills, career placement, working with teachers and procedures which would help them evaluate their work.

In response to this need and with the support of the Division of Vocational Education in the Florida Department of Education, Tallahassee, Florida, a special institute was held for second year occupational specialists and funded through the Vocational Education Professional Development Act (VEPDA). The VEPDA Institute for Occupational Specialists was also supported and sponsored by the Counselor Education Department, College of Education, University of Florida, and was held on the University of Florida campus in Gainesville, Florida. Dr. Richard H. Johnson and Dr. Robert D. Myrick served as co-directors of the project.

The Institute consisted of six phases, including two separate workshops and a combined follow-up workshop. Phase One (June 18-July 8) was pre-planning by the staff. During this phase specific competencies were identified, the curriculum was planned, and methods of assessment were developed. Phase Two (July 9-July 27) consisted of a three-week intensive training workshop for 22 participants in residence at the University of Florida. Phase Three (July 28-August 5) included an assessment of the first workshop and modifications in the curriculum where necessary. Phase Four (August 6-August 24) was a second training workshop with 19 new participants in residence. Phase Five (August 25-August 31) involved final evaluation of the workshop, preparation for a one day follow-up workshop, and preparation of the final report. Phase Six (December 7, 1973) was a one day follow-up workshop. During the summer, participants planned a colloborative accountability study and the primary purpose of phase six was to collect the results and share experiences.

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II. OBJECTIVES AND DESIRED COMPETENCIES OF THE INSTITUTE

Feedback and assessment were based on the degree to which each participant met specified competencies that were related to the overall objectives of the institute. With the help of reports and studies conducted by the Florida Department of Education, several objectives and skills related to these objectives, were identified. In turn, specific competencies were developed. These competencies were selected from four general areas: 1) communication skills, 2) career placement, 3) classroom guidance activities, and 4) accountability procedures.

The following list of competencies was the central focus of the institute. The criteria were determined a priori.

Objectives and Competencies:

A. Communication

Competency A1: Each participant will be able to effectively verbalize the role of an occupational specialist.

Performance Criterion: After presenting the role of a "mock" audience, each participant will receive a positive rating from 70% of the audience.

Competency A2: Each participant will be able to respond to another individual at a minimally facilitative level.

Performance Criterion: During a role playing interview, each participant will respond at a 3.0 level as measured by the Truax and Carkhuff Empathy Scale.

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Competency A3: Each participant will have a positive attitude about working with teachers, principals, and parents.

Performance Criterion: Each participant will average a score of 48 or greater on a semantic differential rating of teachers, principals, and parents.

B. Career Placement

Competency B1: Each participant will be aware of sources where educational and occupational information may be found.

Performance Criterion: Each participant will be able to list at least 10 sources of educational and occupational information.

Competency B2: Each participant will know how to organize a placement service for a school.

Performance Criterion: As a group, the participants will develop guidelines for organizing a career placement service.

C. Classroom Activities

Competency C1: Each participant will know how to design a career exploration activity to be used in the classroom.

Performance Criterion: In small groups, participants will design career exploration activities for classroom use.

D. Accountability

Competency D1: Each participant will be able to conduct an accountability study.

Performance Criterion: After completing an accountability study, each participant will return to Gainesville on December 7 with the results.

Competency D2: Each participant will be able to coordinate the accountability efforts of another occupational specialist.

Performance Criterion: Upon returning to work, each participant will teach at least one other occupational specialist how to do the accountability study and will return to Gainesville with the other person's results at the completion of the study.

PARTICIPANTS

Selection Procedures. Following the guidelines set forth in the Director's manual for VEPDA programs, an announcement of the two summer workshops was made to Occupational Specialists in the state. County Pupil Personnel Services Directors, Occupational Specialist Coordinators and Guidance Coordinators in all the counties of Florida received letters that described the workshops (Appendix A). Application forms were provided (Appendix B). In addition, a follow-up memorandum encouraging administrative personnel to recommend persons was also sent to all counties in the state (Appendix C).

A total of 53 persons applied for the Institute or were recommended for it. Of these, 42 actually completed the application process and were enrolled as participants in the Institute. One participant withdrew at the end of the first week of the July workshop because of physical illness.

The Selected Participants. All of the participants had completed one year of work as an Occupational Specialist in Florida during the 1972-73 year. All were assured of employment as an Occupational Specialist for the 1973-74 school year.

Of the 41 participants in the two three-week workshops, 15 were male and 26 were female; 13 were black and 28 were white. The age range was 23 to 62, with a median age of 36.

There were 29 participants whose highest degree was a high school diploma. Eleven had completed a Bachelor's degree at a university or college and one held a Master's degree.

All participants were employed in public school systems. Grade levels with which they were usually assigned included the following:

Type of Institution		Number
Elementary (k-6)		3
Junior High (7-9)		6
Secondary (7-12)		30
Post-Secondary-Vocational		2
	TOTAL	41

Follow-up Workshop Participants. During the one day follow-up workshop held at the University of Florida on December 7, 1973, both workshop groups were invited to attend. A total of 34 participants returned for the meeting.

General Observations. As a group the participants were enthusiastic, hard-working, and demonstrated a professional attitude toward their position and objective. Morale was high and each person showed a sincere desire to gain the most from the workshop. A complete listing of participants for each of the two workshops appears in Appendicies D and E.

Program Description

The three critical phases of the Institute consisted of the two three-week summer workshops and the follow-up workshop four months later. A description of the workshop programs and activities follows.

Location of the Institute.

Both summer workshops were held on the University of Florida campus in Gainesville, Florida. All meetings took place in the Graham Hall residence area, where participants had an opportunity to meet in a large group seminar and also in small groups. Two rooms were equipped for skill laboratories, including video-tape equipment. Most of the participants lived in this dormitory area during their three weeks on campus. The follow-up workshop was held at Flagler Inn in Gainesville, Florida and will be described later.

The Institute Workshops.

Each workshop consisted of three weeks of intensive training. The first workshop was conducted during the period of July 9 - 27 and the second during August 6 - 24. The first day of each workshop was used to orient enrollees to the program and have them complete a battery of pre-assessment instruments related to objectives and competencies of the program. Each group was also given an opportunity to outline their own needs and to discuss the program in terms of meeting those needs.

A Typical Day.

A typical day in one of the workshops consisted of the following schedule:

A. M.	
8:30 - 10:00	Large group meeting and seminar. With all participants present, this time was used for lectures, demonstrations and general discussions.
10:00 - 10:30	Break
10:30 - 12:00	Continue with seminar activities
P. M.	
1:30 - 3:00	Skill Development Labs for Groups I & II. Study groups for Groups III & IV. Each group consisted of from five to six participants. While the lab groups worked with the lab instructors on specific communication skills, the study groups worked on tasks related to the goals of the program.
3:00 - 3:30	Break
3:30 - 5:00	Skill Development Labs for Groups III & IV. Study groups for Groups I & II.

The Seminars.

In general, each workshop was organized along the same lines. The seminars began with a discussion of role and function of an O.S. as it was at that time. This was followed by a discussion of the typical kinds of problems faced on the job. Finally, the group was given an opportunity to discuss the role and functions that they would like to assume and how they might go about acquiring the skills for that role.

Participants reviewed the basic concepts related to career development. Decision-making models were examined. Simulation games were tried and others developed. Guidelines for developing placement centers were also outlined.

Interpersonal communication skills received considerable emphasis. Participants learned the principles of forming a helping relationship and the techniques that can facilitate a person's intellectual and personal growth. These same concepts were related to working with small groups and classroom groups. Likewise, the ideas were examined in terms of their importance in faculty relationships and general consulting approaches.

The Vocational Exploration Group program was a part of each participant's training. This program consists of a VEG kit and leader's manual that can assist group leaders. Individuals are helped to explore careers and their own interests in a group setting. Each participant first experienced the program as a group member. Following skill and task training, each then led a small group of students as part of a practicum. Each also received feedback from an observer. Because the instructors were certified trainees in the VEG program, all participants qualified for the leader certificate and their names were sent to the Studies for Urban Man organization, Tempe, Arizona, for future reference and leader privileges.

Because career information and educational exploration are becoming a more important part of the school curriculum, all participants were prepared for group guidance activities in the classroom. Specifically, the participants learned to develop career activities that might be used in the classrooms of their schools. Consultation with teachers was also an important part of this area.

Target populations were identified for study. Possible intervention techniques were outlined. Role playing situations were developed to assist participants in working with special problems on the job. In addition, participants learned various procedures for evaluating their work. This included the development of self-report instruments and observation procedures. An accountability study was developed by each workshop group and received special attention as a project to be completed following the summer workshop and prior to the fall follow-up workshop.

The future of the Occupational Specialist in Florida was discussed, with each participant identifying the part that he might play in the positive development of the O.S. as a professional. Each workshop concluded with both a post-assessment of attitudes, communication skills and knowledge. In addition, each participant was given an opportunity to receive feedback from other members of the workshop.

The Skill Development Labs.

The Skill Development Labs (SDL) were a unique feature of the Institute workshops. Lab instructors who were highly skilled in the area of communications worked with small groups of participants. Four areas of communication received special attention in the afternoon labs: 1) Individual interviewing skills; 2) group leadership skills; 3) consultation skills; and 4) presentation and defense of the role and function of an occupational specialist's position. The labs utilized the skills of three lab instructors, who frequently used team teaching approaches and videotape equipment. A list of the activities for the skill development labs is given below:

I. Individual Interviewing Skills
Activities:

A) Video-taped demonstrations of good and poor interview techniques. Leader stopped tape periodically to point out specific strengths and weaknesses of interviewer's approach.

B) Role-playing was focused toward practicing the facilitating responses: listening, reflection, clarification and questioning. For example, two people would role play situations such as family difficulties like financial problems in home, abusive parents, and vocational choice. Following the role playing, feedback occurred between group members and was directed toward the role players. An audio tape was also used to point out specific instances when the particular responses might be implemented. The leader also asked the group how they might respond to certain situations in different ways.

C) Video-taping of individual role played interviews was also used. Some other role playing situations were: opposing life styles, values and attitudes, job interview situations for placement, classroom discipline problems such as children being sent to O.S. by teacher for disruptive behavior, pregnancy, students experiencing difficulties with employers and job conditions, black students interviewing with white O.S., female O.S. interviewing male students. An interview model was presented. The model consisted of first listening. Then reflection of feeling, reflection of content, clarification of the situation using open-ended questions, exploring alternatives for dealing with the situation, the consequences for those alternatives, and, finally, timely advise if appropriate to close the interview.

Group Leadership Skills
Activities:

A) Video taped individuals facilitating group discussion, followed by feedback and discussion of leader's role and group dynamics.

B) Video tape demonstration of leader facilitating discussion, followed by discussion.

C) Lab instructor lead participants through an actual group experience where the participants experienced the flow and dynamics of a group.

D) Each member was required to design and lead a small group exercise in which they stated to the lab instructor: the population, procedures, and desired outcomes. Feedback and discussion followed.

E) Each member led a group through a VEG exercise as group leadership practice, followed by feedback and discussion.

Consultation Skills

A) A didactic presentation of a consultation model.

B) Each member role played a situation involving consulting with teachers, parents, administrators, employers, and students.

Presentation and Defense of Role and Function

A) Each person was required to write his own role definition and present it to simulated group situations: faculty, students, board of education, PTA, community groups. Presentations were evaluated by each of the group members according to clarity, organization, poise, and knowledge.

The Weekly Schedule.

Although the two workshops varied in the small details of organization, a general plan was followed for the three weeks. An outline of the workshop's three weeks can be seen in Appendix F.

Letters of Recognition.

Upon completion of the summer workshop, the Superintendent of Schools for each participant was notified. This letter emphasized the competency based approach in the training program and outlined some of the areas for which specific competencies received attention. The letter also discussed the plans for an accountability study that was to be conducted by the workshop members and solicited support of the administration in this endeavor. A copy of the letter, which was also sent to other personnel in the local school system upon request of a participant, can be seen in Appendix G.

The Accountability Study.

Each workshop group decided upon a target population for each participant's school to be studied systematically. The target group was identified (undecided students and potential school leavers) and O.S. intervention were recorded. Randomization procedures were used in such a way as to negate the need for pre-assessment measures. Following an eight week intervention period, assessment of individual progress was made. Comparisons between control and experimental groups was possible. The data was pooled by the participants for each workshop. A report of the results will be made available at a later date.

The Follow-up Workshop.

The follow-up workshop was conducted four months following the summer program (December 7, 1973). This one day workshop provided participants an opportunity to share their experiences and report the results of the accountability study. An outline of the workshop is reported in Appendix I.

The Faculty and Staff of the Institute

The faculty and staff of the Institute consisted of the following members:

Dr. Richard H. Johnson, Co-director, Department of Counselor Education

Dr. Robert D. Myrick, Co-director, Department of Counselor Education

Mr. James Gummer, Skill Development Lab Assistant

Mr. Timothy Russell, Skill Development Lab Assistant

Ms. Elizabeth Winkles, Lab Assistant and Program Coordinator Assistant

Ms. Debbie Cartrett, Secretary

In addition, the Institute also drew upon the personal resources of the following persons:

Ms. Maria Duncan, consultant for skill development labs

Ms. Betsy Davis, data analysis

Mr. Ralph Lewis, Career Placement Center, University of Florida

Mr. Robert Sterling, GAP Program Director, Santa Fe Community College

Mr. Herb Rand, Division of Vocational Education, Florida Department of Education, Tallahassee, Florida

Mr. Dale Ake, Consultant, Vocational Guidance, Florida Department of Education, Tallahassee, Florida

Mr. Ferris Post, Pinellas County, Coordinator of O.S.'s

Ms. Ginny Craig, Secretary, who typed the final report.

Appreciation is also extended to the faculty members of the Department of Counselor Education, College of Education, University of Florida, for their cooperation.

Outcomes

For each competency, a performance criterion was identified. This provided a minimal standard for assessing individual performance as well as method of accountability. Although data were collected for the purpose of program accountability, the primary purpose was individual feedback for skill improvement. The following data were selected to give a general account of participants' competencies.

A. Communication

Competency A1: Each participant will be able to effectively verbalize the role of an occupational specialist.

Performance Criterion: After presenting the role to a "mock" audience, each participant will receive a positive rating from 70% of the audience.

This competency was met by a majority of the participants on the first trial. This is not surprising since several lab sessions were devoted to preparation for the role presentation. Instead of repeating the presentation, the lab assistants provided individual help for those few participants who did not meet the criterion initially.

Competency A2: Each participant will be able to respond to another individual at a minimally facilitative level.

Performance Criterion: During a role playing interview, each participant will respond at a 3.0 level as measured by the Truax and Carkhuff Empathy Scale.

While many participants did not reach criterion (see Table 1), there was a significant gain - from pretest to posttest. The workshops did significantly increase participants skill in facilitative responding (determined by a dependent t test) even though the magnitude of the gain was not as great as originally intended. Perhaps more than three weeks would be needed to achieve this competency.

TABLE I

	Mean Empathy Ratings			Degrees of
Pre	Post	Difference	t	Freedom
1.24	1.90	.66	9.26*	29

*p < .01

Competency A3: Each participant will have a positive attitude about working with teachers, principals, and parents.

Performance Criterion: Each participant will average a score of 48 or greater on a semantic differential rating of teachers, principals and parents.

Since participants averaged scores greater than 48 at the beginning of the workshops (see Table II), it is more advantageous to look at changes that occurred. Attitude scores toward teachers, principals, and parents increased consistently with the greatest change occurring on the "Teacher" concept. In general, the participants arrived with positive attitudes and increased them only slightly.

TABLE II

Semantic Differential Mean Scores

Teachers

Pre	Post	Difference
53.50	57.35	[illegible].85

Principals

Pre	Post	Difference
56.50	57.97	1.47

Parents

Pre	Post	Difference
52.39	53.66	1.27

B. Career Placement

Competency B1: Each participant will be aware of sources where educational and occupational information may be found.

Performance Criterion: Each participant will be able to list at least 10 sources of educational and occupational information.

At the beginning of the workshops, the average sources of information was 8.38, and at the end it had increased to 12.26 - an average gain of 3.88 sources (see Table III). When analyzed statistically by means of a dependent t test the gain proved to be significant. This criterion was met very well.

TABLE III

Mean Sources of Educational Occupational Information

Pre	Post	Difference	t	Degrees of Freedom
8.38	12.26	3.88	5.72*	33

$^*p < .001$

Competency B2: Each participant will know how to organize a placement service for a school.

Performance Criterion: As a group, the participants will develop guidelines for organizing a career placement service.

Through a process of group interaction the following guidelines were developed. Although the guidelines are of a general nature, the interaction that took place in developing them produced many specific ideas.

Guidelines for Organizing and Evaluating a Career Placement Service

I. Pre-planning
    A. Outline the program
    B. Elicit cooperation from school personnel
    C. Identify physical facilities

20

II. Organize facility

    A. Select an advisory committee from school and community

    B. Secure resource materials

    C. Organize the materials

III. Student-Teacher Involvement

    A. Publicize services throughout the campus

    B. Present specific program to faculty

IV. Implement at least the following components:

    A. Decision-making activities

    B. Referral

    C. Job Placement

    D. School Placement

V. Evaluate all components

C. Classroom Activities

Competency C1: Each participant will know how to design a career exploration activity to be used in the classroom.

Performance Criterion: In small groups, participants will design career exploration activities for classroom use.

Following a prescribed format, participants designed career exploration activities for use in the classroom. The activities were creative and well designed (See Appendix J for some selected samples). Besides having activities to take back to their schools, participants learned the process of designing classroom activities.

D. Accountability

Competency D1: Each participant will be able to conduct an accountability study.

Performance Criterion: After completing an accountability study, each participant will return to Gainesville on December 7 with the results.

The study was extremely difficult to implement, yet all but 10 were able to complete the task. Of the 10, it is difficult to ascertain whether the failure was due to inability to carry out the study or extenuating circumstances. Nevertheless, three-fourths of the participants met the performance criterion.

Competency D2: Each participant will be able to coordinate the accountability efforts of another occupational specialist.

Performance Criterion: Upon returning to work, each participant will teach at least one other occupational specialist how to do the accountability study and will return to Gainesville with the other person's results at the completion of the study.

Of all the competencies, this was performed least satisfactorily. Only 8 participants were able to involve other Occupational Specialists in the accountability study. The logistics of this task were far more difficult than anticipated and should not have been included.

Conclusions and Recommendations

The objective data indicated that the workshops were successful in building most of the desired competencies. Participants completed the training with: a) increased communication skills, b) increased awareness of sources of educational-occupational information, c) knowledge about how to organize a career placement service, d) and the ability to conduct an accountability study. Letters and personal communications indicated that the workshops increased participants' feelings of competency.

The following recommendations are suggested for future Occupational Specialist Training grants:

1. The general format of morning seminars and afternoon skill development labs should be continued.
2. The competency and performance criterion approach should be continued. It provides a standard on which to base individual assessment.
3. More time should be devoted to communication skills--particularly for first year Occupational Specialists. Most participants expressed the need for this training their first year on the job.
4. Perhaps the greatest need of all is for clearer delineation of Occupational Specialists' functions within their individual settings. One of the greatest conflicts facing Occupational Specialists is that their principals have one expectation, their counselors a different expectation, and they, themselves, a third expectation. Workshops involving occupational specialists, counselors, and administrators (all from the same school) could be very instrumental in resolving this conflict.

VEPDA Institute for O.S.'s
University of Florida Summer Workshop Schedule

FIRST WEEK

Day / Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 10:00 (Seminar)	Registration	Job Functions	Introduction to Career Development	The Art of Communication	Group Discussion Skills
10:30 - 12:00 (Seminar)	Get Acquainted Activities	Job Problems	The Helping Relationship	Facilitative Responding	The Feedback Model for Communication
Skills Development Lab (SDL)	Orientation Pre-Assessment on Attitudes	Pre Assess Skills in Communication	The VEG Program & Experience	View Demonstration Tapes Practice Responses	Practice Facilitative Responses
Groups	Social Committee 16 P-F	Write Definition of Occupational Specialist	VEG	Identify Student Target Groups	Write Description of Present Working Facilities
Evening		Pizza Party			

SECOND WEEK

Day / Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 10:00	Pre Assess Knowledge Placement Service	Placement Center Guidelines	VEG Practicum Visit Placement Center & Project GAP	VEG Forms	Organize a Career Development Program
10:30 - 12:00	Decision-Making Models	Decision-Making Simulations	↓	Designing Classroom Activities Brainstorm Ideas	Role-Function
SDL	Practice Group Skills	Small Group Role Playing VEG exercises	Switch Groups From Tuesday	Lead Small Group Activity	Large Group Discussion and Evaluation
STUDY Group	Design Hypothetical Placement Service	VEG Tasking	Design a Small Group Classroom Activity	Decision-Making Exercise Design Classroom Activities	Write Ideal Wk. Design Classroom Activities
Evening				Party	

THIRD WEEK

Day / Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 10:00	Share Classroom Activities	Accountability Methods Descriptive Statistics	Choose Acct. Topic Outline Study	Post Assess Attitude & Knowledge	Post Assess Workshop 16 PF Interp.
10:30 - 12:00	Discuss Ideal Week	Acct. Study	Brainstorm Intervention Techniques	Future of OS Herb Rand	Strength Bombardment
SDL	Consultation	Switch Groups From Monday	Defend Role	Post Assessment Skills Lab	
STUDY TIME	Write Role Descriptions	Develop list of Acct. Topics	Prepare Behavior List for Acct. Study		
Evening				Party	

APPLICATION FORM

OCCUPATIONAL SPECIALIST TRAINING INSTITUTES

Name: ______________________

Address: ______________________

____

____

Phone: ______________________

Sex: __________ Age: __________

Place of Employment: ______________________

Adress: ______________________

____

____

Immediate Supervisor: ______________________

Indicate your first and second choice for the two Institutes:

July 9 - July 27: ______

August 6 - August 24: ______

Briefly describe one satisfying and one dissatisfying experience you have encountered as an Occupational Specialist (you may write on the back or attach sheet if desired).

1. Satisfying:

2. Dissatisfying:

Return this application and two letters of recommendation to:

Dr. Richard H. Johnson
Co-Director, VRPDA Training Institute
College of Education
University of Florida
Gainesville, Florida 32611

DEPARTMENT OF COUNSELOR EDUCATION
UNIVERSITY OF FLORIDA
GAINESVILLE 32611

May 24, 1973

MEMORANDUM

TO: County Pupil Personnel Services Directors, Occupational Specialist Coordinators and Guidance Coordinators

FROM: Robert D. Myrick and Richard H. Johnson

SUBJECT: Occupational Specialist Summer Institute
VEG Workshop Compoent

Enclosed are materials that will be of interest to you about the Vocational Exploration Group. Included is another brief description of the program and an inservice component description.

Most important is that the two three-week summer institutes have been approved and application forms are enclosed. If you have any outstanding two-year occupational specialists please encourage them to apply. If you have more than three, just submit the necessary information that appears on the application form. Because we are short on time it is absolutely essential that we hear from interested persons no later than June 18.

Please see that the appropriate personnel in your county receives this information.

RDM/RBJ:kd

OCCUPATIONAL SPECIALIST
INSTITUTE

July 9 - 27, 1973

Ms. Edlyn Dickerson Allen
1008 Ferguson Avenue
Leesburg, Florida 32748
phone: 904/787-4481

Ms. Shirley W. Baker
618 S.E. 39th Terrace
Ocala, Florida 32670
phone: 904/694-3834

Ms. Hazel Bowdoin
P.O. Box 237
Trenton, Florida 32693
phone: 904/463-2124

Mrs. Earnestine Brooks
Rt. 5 Box 687
Ocala, Florida
phone: 904/245-3274

Mr. James M. Carter
501 Oak Drive
Okeechobee, Florida
phone: 813/763-4351

Mrs. Margaret L. Chisholm
Star Rt. Box 133
Eustis, Florida 32726
phone: 904/357-4227

Mrs. Betty Clark
P.O. Box 807
Lake Butler, Florida 32054
phone: 904/496-6421

Mrs. Cheryl H. Curley
533 N.W. 19th Avenue
Ocala, Florida 32670
phone: 904/629-4285

Mr. Bob E. Dobson
2509 Wylene Street
Jacksonville, Florida 32209
phone: 904/353-0764

Mr. David L. Ellison
P.O. Box 801
Lake City, Florida 32055
phone:

Ms. Velma Hodges
13820 Van Buren Street
Miami, Florida 33158
phone: 813/232-0689

Mr. Orville D. Jones
8021 Renault Drive, S.
Jacksonville, Florida 32210
phone: 904/771-2620

Mr. James H. Lazenby
7453 Greenway Drive, South
Jacksonville, Florida 32210
phone: 904/387-0140

Ms. Helen M. Locke
1135 N.E. 12th Street
Ocala, Florida 32670
phone: 904/629-2104

Ms. Cheryl Peterson
110 N. Mills Avenue - Apt. 2
Orlando, Florida 32801
phone: 305/841-1279

Mrs. Ellen T. Purvis
P.O. Box 1769
Eustis, Florida 32726
phone: 904/357-2354

Mrs. Phyllis Roemer
1652 Fruitwood Drive
Clearwater, Florida 33516
phone: 813/443-6849

Mr. Raymond D. Shaw
3614 Lightner Drive
Tampa, Florida 33609
phone: 813/837-4728

Mrs. Ruth A. Smith
Rt. 7 Box 70
Fort Myers, Florida 33905
phone: 813/694-3235

Mrs. Peggy Upton
13421 100th Avenue, N.
Seminole, Florida 33542
phone: 813/398-3386

Ms. Edna Wilkinson
701 S.E. 49th Ave.
Ocala, Fla. 32670
phone: 904/694-3154

Ms. Kathryn Wilson
13600 Harrison St.
Richmond Heights, Fla.
phone: 305/238-6027

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LIST OF PARTICIPANTS
OCCUPATIONAL SPECIALIST INSTITUTE
August 6 - 24, 1973

NAME	HOME ADDRESS	PHONE
Mark E. Anderson	7462 Hielo Drive, Jacksonville, Florida 32211	904/744-2791
JaDean Bolin	421 North Clara, Deland, Florida	904/734-0871
Shelton Brooks	801 East Moody Boulevard, Bunnell, Florida 32010	904/437-3226
Janet Y. Brown	14400 Tyler Street, Miami, Florida	305/238-1568
George G. Burnett	222 Holden Road, Palatka, Florida 32077	904/325-9993
Mariquita Gibson	11220 Washington Boulevard, Miami, Fla. 33158	305/235-5885
Catherine E. Gipson	1855 N.W. 58 Street, Miami, Florida 33142	305/635-4169
John N. Guess	916 Derbyshire Road, Daytona Beach, Florida	904/253-4854
Tommy Harrell	104 Emerald Terrace, Palatka, Florida	NONE
Trudy A. Howie	207 Oliver Street, New Smyrna Beach, Florida 32069	904/428-5478
Ronald D. Leonard	P.O. Box 1585, Jupiter, Florida 33458	305/746-5665
Jackie Moore	2100 Howell Branch Road, Apt. 49-E, Maitland, Fla. 32751	305/678-2265
Sophia I. Mott	10 East 8th Street, Apopka, Florida 32703	305/886-1657
Ken Nichols	2331/2 N.E. 13th Street, Delray Beach, Florida 33444	305/276-4626
Peg O'Neal	1521 Oxford Road, Maitland, Florida 32751	305/834-5927

LIST OF PARTICIPANTS (cont.)

NAME	HOME ADDRESS	PHONE
Linda Payne	1160 N.W.N. River Drive, Apt. 16, Miami, Fla. 33136	305/374-5080
Norm Reiner	Box 1113, Inverness, Florida 32650	904/726-2392
W. L. Reis	2833 Ponte Vedra Blvd., So. Ponte Vedra Beach, Fla.	904/824-2472
[redacted]	[redacted]	[redacted]
Bernice L. Sliker	15905 S.W. 102 Place, Miami, Florida 33157	305/235-0618
Edward L. Taylor	1886 N.W. 152nd Street, Opa Locka, Fla. 33054	305/681-1241
Ella R. Zimmerman	200 Maitland Avenue - 141, Altamonte Springs, Fla. 32701	305/831-8506

FACULTY

Dr. Robert D. Myrick
Dr. Richard H. Johnson
B. J. Winkles
Jim Gummer
Tim Russell
Debbie Cartrett

phone: 392-0731

Training Institute for Occupational Specialists

The Counselor Education Department of the University of Florida will offer two three-week summer workshops for 48 second year Occupational Specialists in the state of Florida. The intensive workshops will be held July 9 - July 27 & August 6 - August 24, 1973, on the University of Florida campus and will include special training in the areas of (1) communications skills, (2) career information centers, (3) placement and follow-up procedures, (4) classroom career exploration units, with a focus on consultation with teachers, (5) assessment and evaluation of skills and programs, including an accountability study. A typical day will feature morning seminars, an afternoon session of skill-building labs, with supervised practice and video-tape feedback.

Participants must attend all 15 days of a workshop and will be paid a stipend of $100 a week ($20 a day), plus travel expenses, in order to be in residence for the three-week period. Books and materials will be furnished. Participants will take part in an accountability study which will help evaluate the work of an occupational specialist. There will also be a one-day follow-up workshop five months after the summer institute has been completed (December) with stipend and travel paid for participants.

Co-directors for the Institute are Dr. Robert D. Myrick and Dr. Richard H. Johnson, Counselor Education Department, University of Florida.

Application

1. Applicants should write a letter which includes the following information: (a) Name, (b) Age, (c) Place of employment (1972-73), (d) Immediate supervisor or coordinator, (e) Position and place of anticipated employment (1973-74).

2. In addition, applicants should describe briefly one satisfying and dissatisfying work experience (1972-73) as an Occupational Specialist.

3. Applicants should also include two recommendations from supervising school personnel (e.g. principal, county school supervisor, county coordinator, supervising counselor, superintendent, etc.).

Additional information may be obtained from either Dr. Myrick or Dr. Johnson (904-392-0731).

Applications should be received no later than June 7. Please mail to:

Dr. Robert D. Myrick
Co-Director, VEPDA Training Institute
Counselor Education
University of Florida
Gainesville, Florida 32611

The funds for this Institute were only recently granted and every effort is being made to select 24 representative participants who are interested and committed to the work of an Occupational Specialists. It is important that applications be received as soon as possible. All applicants will receive a written reply.

COLLEGE OF EDUCATION

UNIVERSITY OF FLORIDA
gainesville, florida - 32601

A

This letter is to inform you that has successfully completed the 1973 Summer Institute for 2nd year Occupational Specialists held at the University of Florida. This intensive three-week institute was funded through the Vocational Education Professional Development Act and supported by the Vocational, Technical, and Adult Education Division and the Student Personnel Services Division, of the Florida Department of Education.

The institute was unusual in that it was competency based. Participants attended morning seminars and afternoon practice skill sessions. Specific competencies related to the following areas were developed:

1. Interpersonal communication skills, including personal interviewing and group discussion techniques
2. Certified leadership training in the Vocational Exploration Group program, a small group approach for career development
3. Techniques for developing a career placement center
4. Classroom activities for career awareness
5. Consulting with teachers and community helpers
6. Clarification of role and function of an occupational specialist
7. Accountability measures and techniques for assessing the effectiveness of an occupational specialist

During the institute an accountability study was designed to evaluate the effectiveness of the O. S. with early school leavers and students who are undecided about future vocational plans. Each occupational specialist will conduct a study and the data will be pooled. All participants will return to Gainesville on December 7, 1973, for final reporting of the data and for follow-up activities. Any support that can be given to this project will be greatly appreciated.

The participants at this workshop were an exceptional group of people, one of the most enthusiastic and dedicated of groups with which we have ever had the pleasure to be associated. It appears that pupil personnel services have gained a valuable asset to their team.

Sincerely,

Robert D. Myrick, Ph.D.
Richard H. Johnson, Ph.D.
Co-Directors

Occupational Specialist Follow-up Workshop
Friday, December 7, 1973
Flagler Inn, Gainesville, Florida

8:30 - 9:00	"Wake-up Time!" Coffee and Donuts
9:00 - 9:30	"Ain't nothin but a party!" Getting acquainted Getting organized
9:30 - 10:15	"Cussin & Discussin" Group meetings with Bob & Rich to share ideas and problems
10:15 - 10:30	Break--coffee, etc.
10:30 - 12:00	"Just gimme the facts" Sharing Intervention Techniques Going over data individually with Bob and Rich. Turning in the study.
12:00 - 1:15	Lunch
1:15 - 2:45	"Fireside Chats" Herb Rand, Dale Ake, Tim Russell, etc., reporting on the state of the union
2:45 - 3:00	Break
3:00 - 4:00	Wrap-up "Where do we go from here?"

NOTE: Bring all the data for the study and any extra that is related--
it might be relevant

ACCESSION NUMBER: VT102878

PUBLICATION DATE: JUN72

TITLE: VOCATIONAL INSTEP. FINAL REPORT.

DESCRIPTOR: *SUMMER WORKSHOPS; *VOCATIONAL EDUCATION TEACHERS; *PROGRAM DESCRIPTIONS; *BEHAVIORAL OBJECTIVES; PERFORMANCE BASED TEACHER EDUCATION; PROGRAM EVALUATION

EDRS PRICE: MF AND HC AVAILABILITY WILL BE ANNOUNCED IN VOL. 9, NO. 6.

DESCRIPTIVE NOTE: 14P.

ABSTRACT: THIS REPORT BRIEFLY SUMMARIZES AND PRESENTS THE EVALUATION RESULTS OF A SUMMER WORKSHOP FOR 24 VOCATIONAL EDUCATION TEACHERS IN ALABAMA. THE MAJOR OBJECTIVES AND STRATEGIES ARE OUTLINED, AND THE PROCEDURES AND PROBLEMS INVOLVED IN PARTICIPANT SELECTION ARE DESCRIBED. THE FOUR ORIGINAL PROJECT OBJECTIVES WERE DEVELOPED INTO 33 SPECIFIC INSTRUCTIONAL OBJECTIVES. A TABLE INDICATING THE NUMBER OF PARTICIPANTS WHO ACHIEVED EACH OBJECTIVE AND THE LEVEL OF ACHIEVEMENT IS INCLUDED. A SAMPLE QUIZ FOR THE MEASUREMENT AND EVALUATION COMPONENT ALSO APPEARS. OBSERVATIONS ARE OFFERED CONCERNING THE ROLE OF THE TRAINERS, DEPARTMENT OF EDUCATION, AND LOCAL EDUCATION AGENCIES AND THE ATTITUDES OF THE TRAINEES. FINALLY, THE REPORT ADDRESSES SOME OF THE PROBLEMS ENCOUNTERED IN THE COURSE OF THE PROJECT AND OFFERS RECOMMENDATIONS FOR POSSIBLE IMPROVEMENTS. (NJ)

INSTITUTION NAME: PANHANDLE AREA EDUCATIONAL COOPERATIVE, CHIPLEY, FLA.

102 878

Final Report

VOCATIONAL INSTEP

June, 1972

Roddy Harrison, Coordinator

Panhandle Area Educational Cooperative
412 South Boulevard
Chipley, Florida 32428

VT 102 878

DIRECTOR'S FINAL REPORT

VOCATIONAL INSTEP

I. PLANNING

1) Objectives:

A. Objective 1

To provide opportunities for participants to plan, identify and write objectives.

B. Objective 2

To enable the participant to organize and manager materials and experiences for teaching and learning.

C. Objective 3

To enable participants to select and utilize instructional techniques.

D. Objective 4

To enable the participant to devise means to measure and evaluate the effectiveness of programs and the performance of students.

2) Strategies for Reaching Objectives:

A. Participant demonstration in the classroom.

B. Written lesson plans of each participant.

C. Performance in a classroom setting.

D. Written work of the participant and demonstration in the classroom.

E. Individualized EPDA B-2 Modules:

Module I-1 - Defining the Role of the Teacher Aide

Module I-2 - Recognizing How Children Develop

Module I-7 - Using The Library

Module I-8 - Constructing a Resource File

Module I-10 - Completing State and County Forms

Module II-1 - Using Behavioral Objectives

Module II-5 - Selecting Commercial Materials

Module II-7 - Developing an Instructional Package

Module III-2 - Using Lecture Techniques to Present Information

Module III-4 - Establishing Appropriate Frames of Reference

Module III-5 - Increasing Participation

Module III-6 - Feedback

Module III-7 - Nonverbal Behavior

Module III-8 - Stimulus Variations

Module IV-1 - Mini-Pak For Making Assignments

Module IV-2 - Monitoring In-Class Assignments

Module IV-3 - Achieving Classroom Transition

Module IV-4 - Achieving Closure

Module IV-5 - Reinforcement

Module IV-6 - Classroom Management

Module IV-7 - Recognizing and Obtaining Attending Behavior

Module IV-8 - Set Induction

Module V-1 - Question Upgrading Improvement Package

Module V-2 - Using High Order Questions

Module V-3 - Inducing Student-Initiated Questions

Module V-4 - Inquiry Technique: Using Probing Questions

Module V-5 - Pre-Cueing

Module VI-1 - Evaluating Learning and Instruction

Module VII-7 - Utilizing Field Trips for Learning

II. PARTICIPANT SELECTION:

Upon receiving notification of grant approval, the task of recruitment was undertaken. The project director contacted all the school districts from the Apalachicola River west to the Alabama state line. This task proved monumental in that districts had not received enough "lead" time to plan for this type program. Many prospective participants had already made plans for the summer and others had pre-enrolled in various institutes granting credit for participation. A total of twenty-four (24) participants was selected. The selection was based solely upon the need for such training. Of the twenty-four, ten had had some teaching experience and fourteen had had no teaching experience. Two were females and twenty-two were males. All were of the Caucasian race.

	SEX		MARITAL STATUS		ETHNIC BACKGROUND						AGE		
	Male	Female	Married	Single	Black	Spanish Surname	Indian	Oriental	White	Other	18-35	36-50	50-over
Teachers*	20	2	22		0	0	0	0	22	0	5	14	3
Aides													

How many applicants did this program have? 26

How many of the apolicants were accepted? 24

How many did not complete the intensive training program? 2

List reason(s) for those not completing the program.

One secured another job, another was not prepared for teaching.

III. OPERATION:

1) Project Objectives

The four original Project Objectives were developed into instructional objectives which are shown in Section IV.

IV. FINAL STATEMENT:

1) Specific instructional objectives and the actual outcomes:

Scale: 1=Met with a high degree of proficiency; 2=Met to a moderate degree; 3=Met with little proficiency, and 4=Did not meet.

Specific Objectives:	1	2	3	4
1. The participant can describe in general terms the forces which affect and contribute to effective teaching and learning.	4	17	1	
2. The participant can analyze, describe and sequentialize the content he is preparing to teach.	10	10	2	
3. The participant can identify, differentiate between and write in behavioral terms -- course, unit and daily lesson objectives.	10	10	2	
4. The participant can identify, describe and utilize the elements of course, unit and daily planning to prepare course syllabi, unit plans and complete lesson plans (sample) as evidence that he can adequately plan for instruction.	8	12	2	
5. The participant can prepare in detail portions of lessons, utilizing elements and techniques taught in selected Teacher Training Modules, and present for critique one or more portions of lessons.	20	1	1	
6. The participant can list characteristics of adolescents.	22			
7. The participant can list and describe some principles of perception.	8	12	2	
8. The participant can list and discuss some basic motivating forces.	22			
9. The participant can define and give examples of creativity and reinforcement.	10	10	2	

Specific Objectives (Cont):	1	2	3	4
10. The participant can define and give examples of creativity and reinforcement.	15	7		
11. The participant can identify and demonstrate several methods of facility and student arrangement for classroom learning.	15	7		
12. The participant can differentiate various attitudes toward learners and learning.	5	15	2	
13. The participant can describe his attitude toward learners and learning.	22			
14. The participant can identify and demonstrate several methods of instruction.	20	2		
15. The participant can identify the various industrial programs and discuss the merits of each.	10	10	2	
16. The participant can plan a shop within the confines of the space devoted to the occupations.	15	7		
17. The participant can establish management procedures and policies.	5	15	2	
18. The participant can plan for all safety precautions and policies under which they intend to operate.	5	15	2	
19. The participant can discuss and establish procedures for accounting for funds that may generate within their shop.	10	11	1	
20. The participant can discuss and identify the role of the institute in the total guidance program.	5	14	3	
21. The participant can list and discuss the areas of responsibility of the teacher-counselor.	8	10	4	
22. The participant can discuss and select techniques for developing and improving programs utilizing curriculum and community survey techniques.	4	8	10	
23. The participant can identify relative and fixed standards.	3	10	9	
24. The participant can define and differentiate between measurement and evaluation.	10	8	4	
25. The participant can develop a table of specifications.	10	7	5	
26. The participant can identify and construct teacher made tests.	3	17	2	

Specific Objectives (Cont):

		1	2	3	4
27.	The participant can perform an item analysis of a teacher made test.	2	8	12	
28.	The participant can define reliability and validity.	5	5	12	
29.	The participant can calculate measures of central tendency and dispersion.	2	5	13	2
30.	The participant can calculate standard scores.	4	4	11	3
31.	The participant can interpret standardized test results.	2	10	8	2
32.	The participant can evaluate instructor, student performance, and curriculum.	7	15		
33.	The participant can suggest measures for improvement of instructor, student performance, and curriculum.	10	12		

2) Actual Outcomes:

See Number (1).

3) Reason for Discrepancies:

The specific objectives were divided into four components: Planning and Organizing for Instruction; Techniques of Instruction; Management, Safety and Guidance, and Measurement and Evaluation.

Each component had a check list for the trainer to record the progress of the trainee. An example is given below for Planning and Organizing for Instruction:

CHECKLIST FOR COMPONENT I V-INSTEP

____
NAME

1. Reasons for entering teaching ____________________
2. Filmstrip answer sheets and tests (3 sets) ____________________
3. Course Outline ____________________

4. Unit Plan ____________________

5. Lesson Plan ____________________

6. Making Assignment (written plan) ____________________
(answer sheets) ____________________
(presentation) ____________________

7. Notes or answer sheets on "Set Induction" ____________________

8. Any other notes for Component I
(example=notes on "Achieving Closure"
"Monitoring"
"Classroom Transitions" ____________________

* * * * * * * * * * * * * * * * *

COMMENTS ABOUT STUDENTS PROGRESS (STRENGTHS AND WEAKNESSES, DIRECTIONS, ETC.).

In addition, a quiz was given at the completion of each component. The quiz for Component IV, Measurement and Evaluation is shown below:

QUIZ - COMPONENT IV

I. DEFINE:

1. Measurement -
2. Evaluation -
3. Relative or Normative Standard -
4. Fixed or Criterion Standard -
5. Reliability -
6. Validity -
7. Standardized test -

II. LIST:

1. Three major types of Evaluation Procedures.
2. Two measures of central tendency.
3. One measure of Dispersion.
4. Two ways in which you could evaluate your curriculum.
5. Two ways in which you could evaluate yourself.

III. QUESTIONS:

1. John was ranked at the 90th percentile on his tenth grade achievement test. What does this mean in terms of percentile ranking?

2. How would you complete a Standard Score?

It was the desire of the trainers that all participants would meet all specific objectives to a high degree of proficiency. However, due to the individual differences of the trainees, this was not accomplished as was shown in number (1).

4) Follow-Up Evaluation:

Past experience has shown that there is a high rate of "turn-over" in teachers of Industrial Education. A survey was made in June, 1972, to determine how many of the twenty-two (22) trainees were returning to the teaching profession for 1972-1973. All twenty-two had signed contracts to return.

5) Observations which might be helpful to others considering a similar project:

Viewing this project in retrospect, one could only arise at the conclusion that it has been worthy of time, talent and resources expended. However, attention should be given to the built-in techniques for success.

First, two of the three trainers had previously been involved in this type program. These two selected the third member on the basis of his expertise and his compatability with the other staff. Also, since this program was not "course" oriented, the trainers had to work as a team. This was particularly true, due to the varied backgrounds of the trainees. The staff and administration of the University of West Florida should be commended on their willingness to experiment with and field-test new and innovative techniques for teacher training.

Second, the Department of Education has unselfishly given of their talents and resources for success to be insured. Not once has one of the staff been called upon that they did not respond in a positive manner.

Third, the local educational agencies have been most cooperative. Without this element, the project would have been "doomed" from the start. The basis for this cooperation can be found in the fact that the project met an identified need of the agencies. It would be well to state that this project has not completely met this expressed need. As more emphasis is being placed at the local and state level on prevocational and vocational training, the need will continue to exist.

Fourth, the attitude of the trainees was such that it enhanced the instructin they were seeking. All trainees were contracted to a local educational agency and was recommended to the project in terms of their need for training. The "tempo" of the training had to be geared to the fact that many of them had been removed from the classroom for several years. Due to this fact it was mandatory that the components of instruction be individualized. Much instruction had to be done on a one-to-one basis. For this reason, it is recommended that the future programs of this nature be held to a maximum of one to fifteen trainer-trainee relationship.

Fifth, the extensive planning for instruction by the trainers. The four components were planned on a day-to-day basis before the training began. As expected, there were times when it was necessary to deviate from the plan. One of the strong points of the intensive training phase was the individual counseling days. The progress and the problems of the individual trainee could be discussed on a trainee-trainer basis.

The question begins to arise as to what went wrong with the project. It is time for us to address ourselves to this aspect of the project.

First, there was not enough "lead" time for extensive recruiting to take place. In the opinion of the director, a minimum of three months should be spent in recruitment. Due to the late approval of the project, many persons who needed the training were not encouraged to participate. Also, some of the vocational units were not approved and personnel contracted to fill the positions until after the beginning of the intensive training phase.

Second, there would have been more interest in the program had it been conducted in one of the vocational schools of the area. If future programs are to be implemented, it is recommended that this be negotiated with the institution of higher learning concerned.

Third, the components should have some instruction which is geared to the education of adults. It has been found that many of the trainees are involved in teaching adults. The project as planned and implemented had little, if any, training activities for instruction of adults. Perhaps this could be built into Component II.

Fourth, since VICA is an important aspect of all vocational programs, the prospective teacher should be instructed into the role and function of this organization.

Fifth, more emphasis should be placed upon instruction in school finance. Perhaps this could be added as a fifth component.

Finally, the number of common days in the inservice phase should be increased. In fact, for 1972-73 components of inservice have already been written for these people to meet on three days for the sharing of teaching ideas that have worked in their classroom.

6) Final Recommendations to Bureau:

Experience has taught us that it requires two years to develop a model program for teacher-training. The first year is spent in idea development and testing. The second year is spent in revising and field-testing the model. The components (or ideas) developed and tested in this program are now ready for the model development and field-testing. However, due to the "cut off" of funds, we will be unable to complete the task we undertook. It is highly recommended that a two-year funding procedure be initiated.

ACCESSION NUMBER: VT102898

TITLE: CAREER EDUCATION FOR PERSONS IN RURAL AREAS--PRIMARY FOCUS ON ADULTS 16 AND OVER. QUARTERLY REPORT: OCTOBER 1, 1975-DECEMBER 31, 1975.

DESCRIPTOR: *CAREER EDUCATION; *RURAL AREAS; *OUTREACH PROGRAMS; *VOCATIONAL COUNSELING; *ADULT PROGRAMS; CAREER PLANNING; POST SECONDARY EDUCATION; PUBLIC SCHOOLS; INSERVICE PROGRAMS; COUNSELING PROGRAMS; TECHNICAL INSTITUTES; ADULT COUNSELING

EDRS PRICE: MF AND HC AVAILABILITY WILL BE ANNOUNCED IN VOL. 9, NO. 6.

DESCRIPTIVE NOTE: 126P.

ABSTRACT: THE 11-PAGE REPORT SUMMARIZES THE ACCOMPLISHMENTS AND MAJOR ACTIVITIES AND EVENTS INCLUDING COMMUNITY PROGRAMS, MEETINGS WITH CONTACT SCHOOLS, PUBLICITY AND DISSEMINATION ACTIVITIES, PROGRESS IN DATA COLLECTION AND EVALUATION PLANS AND PROCEDURES, STAFF EMPLOYMENT AND UTILIZATION, AND STAFF DEVELOPMENT. DETAILED DESCRIPTIONS OF THESE ACTIVITIES ARE CONTAINED IN THE FIVE APPENDIXES. APPENDIX A CONSISTS OF TABLES DESCRIBING THE ADULT CAREER EDUCATION PROGRAMS AND COUNSELING SERVICES AND A MODEL OF COUNSELING INTERACTION. APPENDIX B, INSERVICE PROGRAMS FOR TEACHERS, INCLUDES CORRESPONDENCE AND THE AGENDA FOR AN ADMINISTRATORS' WORKSHOP AND 15 SESSION REPORTS OF CONTACT MEETINGS WITH SCHOOLS WHICH INCLUDE THE OBJECTIVES AND PROCEDURES, INSTRUCTOR'S MATERIAL/EQUIPMENT, PRINTED MATERIALS HANDED OUT, AND A SUMMARY. DISSEMINATION AND PUBLICITY ACTIVITIES ARE DETAILED IN APPENDIX C, WHICH CONTAINS PRESS RELEASES, CORRESPONDENCE, COPIES OF THE NCTI CAREER EDUCATION NEWS, LIST OF MATERIALS ADDED TO THE RESOURCE CENTER, AND A PROJECT SUMMARY. APPENDIX D, STAFF DEVELOPMENT MEETINGS, CONTAINS THE AGENDA FOR THESE ACTIVITIES. APPENDIX E, DATA COLLECTION AND EVALUATION, CONSISTS OF FOLLOWUP REPORTS ON A CAREER EXPLORATION WORKSHOP AND A CURRICULUM AND METHODS WORKSHOP, TEACHER RESPONSES TO THE EVALUATION OF A MEDFORD AREA RESOURCE GUIDE, AND PRETEST AND POSTTEST RESULTS FROM A CAREER EDUCATION OPINIONNAIRE. (RG)

CONTRACT NUMBER: OEG-0-73-5292

INSTITUTION NAME: NORTH CENTRAL TECHNICAL INST., WAUSAU, WIS.

SPONSORING AGENCY NAME: OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

102 898

QUARTERLY REPORT

Project No. F5005VW
Grant No. OEG-0-73-5292

Career Education for Persons in Rural Areas--Primary Focus on Adults 16 and Over

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

Russell Paulsen, Project Director
North Central Technical Institute
1000 Schofield Avenue
Wausau, Wisconsin 54401

From October 1, 1975
to
December 31, 1975

VT 102 898

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The project reported herein was performed pursuant to a grant from the Office of Education, U. S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Russell Paulsen, Project Director
North Central Technical Institute
1000 Schofield Avenue
Wausau, Wisconsin 54401

From October 1, 1975
to
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Appendix D: Staff Development Meetings

Appendix E: Data Collection and Evaluation

7. Accomplishments

Individual career counseling was continued with 31 North Central Technical Institute English as a second language students, (See Appendix A, Table III) and 33 adult basic education students. (See Appendix A, Table IV).

Twelve members of the North Central Technical Institute alternative to high school class were given individual and group career exploration activities (See Appendix A, Tables I & II).

Area social service and community agencies have been contacted to seek referrals and to assist clients in career counseling.

A questionnaire was sent to project school administrators to determine interest in a career education workshop. (See Appendix B). There was sufficient interest that an administrators' workshop was conducted on December 3, 1975 with 41 representatives from public and parachial schools and North Central Technical Institute. (See Appendix B).

A follow-up study was conducted with participants of the summer "Curriculum and Methods in Career Education" workshop to determine if the units had been used. (See Appendix E).

One of the project consultants appeared on a local television program entitled,"Knowledge for Living". The focus of the program was information on continuing education, and the career education project was explained with regard to its services for adults. This was an excellent way to reach a large number of adults.

The third party evaluators have visited the project three times to attend contact meetings and the administrators' workshop. The evaluation contract has been completed, and evaluation efforts are in progress.

The senior surveys have been distributed and most have been completed and returned. When all have been received,the instruments will be sent to the computer center for analysis and data. A summary report will then be completed.

Contact meetings were held in October and in November at Wittenberg, Phillips, North Central Technical Institute, and Medford. (See Appendix B). School contact persons at the Wittenberg, Phillips, and Medford meetings chose to have consultants visit each district in December as an alternative to a group meeting. The North Central Technical Institute contact group met on December 10. Plans have been made for the January contact meetings.

Weekly visits have been made to the four pilot school districts (Merrill, Colby, Edgar, and Stratford). A variety of career education activities have occurred as a result of this assistance. (See Appendix B).

As a follow-up to the career exploration workshop at North Central Technical Institute in June, 1975, a questionnaire was distributed to a random sample of 50 students. Contact with all of the students was made through school guidance personnel in the 16 public and private schools. The results of the survey appear in a report. (See Appendix E).

Several tours of North Central Technical Institute have been given. For example, 29 eighth graders from Merrill Trinity Lutheran School were shown a slide presentation and visited the various departments in the building. (See Appendix B).

Plans have been made for a class on job application and interviewing to be held in January at North Central Technical Institute for the general public. The class will be conducted by the career education project staff in conjunction with North Central Technical Institute community services.

The NCTI Career Education Newsletter has been disseminated monthly. An additional seven names have been added to the mailing list. (See Appendix C).

Flyers have been distributed describing the Curriculum and Methods in Career Education class to the project school districts. Interest has been displayed by representatives of Phillips, Schofield, Mosinee, and Wittenberg. If enrollment is sufficient the class will be conducted in the communities during the second semester. (See Appendix C).

The associate project director has been attending the North Central Technical Institute coordinators' and instructional service council meetings. This participation has provided an opportunity to become better acquainted with NCTI activities, and to inform NCTI members of career education project programs.

The associate project director has been invited to be a member of the advisory committee for a project on occupational knowledge sponsored by UW-Stout and the Indianhead vocational district to develop career education curriculum for adult basic education. (See Appendix D).

The North Central Technical Institute Career Education Revised Bibliography has been updated through an addendum. These updates will be distributed to personnel in the public schools. (See Appendix C).

Project staff has continued to attend conferences and meetings for professional growth. See Appendix D).

A slide presentation illustrating project activities was completed for the administrators' workshop.

8. Major Activities and Events

WAUSAU ADULT COUNSELING

Probation and Parole Office

Contact was made with the State Probation and Parole Officer to remind his staff of services available from the project. As a result he referred two students to NCTI for adult basic education classes.

Job Service Office

Information about the career education project was presented to a counselor at the Job Service Office. Arrangements were made for the career education consultant to give a talk for AAUW in January.

Conferences were held with employment counselors concerning funding and employment for English as a second language and adult basic education students.

Social Services

A meeting to review career education project services for intake workers at social services was scheduled in January through the intake coordinator.

Community Services

A meeting was held with the Family Services Social Worker regarding publicity and planning for an assertiveness training workshop to be given in April.

A consultation was held with the family service workers on potential referrals for career counseling.

Services of the career education project were reviewed with a member of the Catholic Social Services staff.

Tuesday Morning Mothers Group (Welfare AFDC)

Plans are currently being made to held a series of meetings with the group during second semester.

NCTI Adult Basic Education

Individual career counseling was continued with 31 English as a second language students (See Appendix A, Table III). Students were offered intake, initial, developmental, and follow-up counseling as needed.

Thirty-three adult basic education students were offered intake, initial, developmental, and follow-up career counseling as appropriate. (See Appendix A, Tables IV).

Alternative to High School Class

Twelve potential dropouts enrolled in the alternative to high school class were given group career exploration activities (See Appendix A, Table's I & II). These students also participated in individual exploration of the occupations of their choice.

CONTACT SCHOOLS

Wausau Public Schools

Materials and consultant assistance were given upon request. Wausau teachers, who had attended the Curriculum and Methods workshop in August, were contacted as a part of a follow-up activity to determine the use of units prepared during the sessions. (See Appendix E). A representative from the Wausau schools attended the administrators' workshop.

Marathon, Mosinee, Schofield (Monthly meeting cluster)

Marathon

A contact person from Marathon High School, who teaches vocational English has attended the monthly meetings at NCTI. (See Appendix B). After a visit to the vocational English teacher's classroom, materials were delivered. The contact person has been extremely valuable in communicating workable career education ideas to the Marathon school faculty, as well as, to other contact school personnel. The senior surveys have been completed and returned.

Mosinee

Two contact people from the Mosinee school system, one an elementary teacher and the other a high school teacher, have participated in monthly contact meetings at NCTI (See Appendix B). The high school contact person has visited individual departments to convey ideas exchanged at the contact meetings. The elementary representative was successful in initiating a monthly faculty meeting. At the meetings, an allotted time segment will be used to discuss career education and display materials available through the project.

The senior surveys have been completed and returned. Two representatives were in attendance at the administrators' workshop.

Schofield

Contact has been made with the LVEC for planning and coordination. Flyers describing the Curriculum and Methods in Career Education class offered for UW-Stout credit were distributed through the office of the curriculum director. Two special education teachers, who attended the summary workshop, were contacted in regard to success with their career education units. The LVEC came to the administrators' workshop.

Athens, Abbotsford, Medford, Rib Lake (Monthly meeting cluster)

Athens

A contact person from the Athens Public Schools has attended monthly contact meetings held at Medford. Via communication at these meetings the consultant has furnished materials and films to teachers in this system. Senior surveys have been completed. In December the consultant traveled to Athens to speak with the contact person, teachers, and the elementary principal. Display racks were refilled at this time and materials delivered. Two principals from the district attended the administrators' workshop.

Abbotsford

The guidance counselor has attended monthly contact meetings. The consultant visited the district during December to offer project services. The senior surveys have been completed and returned.

Medford

The monthly meetings have been held at Medford high school. The district owns many career education materials, so this has been helpful in promoting activities. The Medford Area Resource Guide is also in use. (See Appendix E for evaluation results). Senior surveys have been completed and returned.

Rib Lake

The guidance counselor has been in attendance at monthly meetings. Materials have been distributed to the district. The consultant visited the principal in December as an alternative to the regular contact meeting. Senior surveys have been completed and returned.

Antigo, Bowler, Rosholt, White Lake
Wittenberg-Birnamwood

Antigo

The elementary guidance counselor has been present at all contact meetings. (See appendix B). Materials have been delivered for use with career education activities. A career education class using the book "Occupational Essentials" was conducted as a part of the regular social studies class. Senior surveys have been completed and returned.

Bowler

The guidance counselor from this school district has attended the monthly contact meetings held at Wittenberg-Birnamwood high school (See Appendix B). Interest in career education has been shown, particularly on an elementary level, in this school. The contact person invited an elementary teacher to attend the October monthly meeting.

Several teachers have indicated an interest in the Stout Curriculum and Methods in Career Education class. The senior surveys have been completed and returned.

Rosholt

The guidance counselor from this school district has attended monthly contact meetings held at Wittenberg-Birnamwood (See Appendix B). Senior surveys have been completed and returned. During the month of December the associate project director and a consultant met after school with faculty members from the departments of social studies, business, and home economics to discuss the possibility of future articulation with corresponding departments at NCTI.

White Lake

The guidance counselor attended the November contact meeting. (See Appendix B). The faculty was informed about the curriculum and methods course in career education which will be offered in Wittenberg. The consultant visited the White Lake district in December to offer assistance.

Wittenberg-Birnamwood

Monthly contact meetings have been held at this school, with three contact people from Wittenberg attending (See Appendix B). Potential for initiating the Stout career education course for second semester appeard very good, and this possibility is being pursued.

Two teachers who participated in the summer career education workshop were contacted as a follow-up activity to determine use of units prepared in the workshop (See Appendix E).

Park Falls, Phillips, Prentice

Park Falls

The guidance counselor has come to monthly meetings at Phillips (See Appendix B). Materials have been requested and delivered. The consultant visited the district in December and met with the contact person. Materials were also left at the school.

A classroom demonstration and library display was offered to over 150 ninth graders (See Appendix B). The principal and superintendent attended the administrators' workshop in December.

Four people have indicated an interest in taking the "Curriculum and Methods in Career Education" course if enrollment is sufficient. The senior surveys have been completed and returned.

Phillips

The monthly contact meetings have been conducted at Phillips high school (See Appendix B). The elementary guidance counselor is acting as the contact person. The high school and junior high counselors have also been active in the meetings. The consultant visited the contact person at the elementary school in December. A presentation and materials were requested by one of the teachers. The consultant also offered counseling services to a rural disadvantaged adult.

Eight teachers have indicated an interest in attending the "Curriculum and Methods in Career Education" class if it is offered in Phillips. The senior surveys were completed and returned.

Prentice

Although representatives have not attended the monthly meetings, the consultant has contacted the contact persons by telephone, correspondence, and individual meetings. Materials have been requested and delivered. Senior surveys have been completed and returned.

PILOT SCHOOLS

Stratford

A consultant has visited this pilot school approximately once per week. Career Education pre-tests have been administered to grades 3, 6, 9, and 12, and the senior surveys have been completed and returned. Contact with individual teachers has been stressed, and materials have been distributed via this method. The elementary guidance counselor is most eager to establish a more formal career education program, and progress towards that goal is being made. The high school guidance counselor has distributed a memo to teachers listing times and services available from the project consultant (See Appendix B). With this as a basis the consultant has followed through with appropriate services.

Edgar

A pattern of weekly vistis has been established in this pilot school. Career Education pre-tests have been administered to grades 3, 6, 9, and 12, and senior surveys have been completed and returned. Individual meetings with teachers have been the method of approach, with materials being delivered on the same basis. The guidance counselor is planning a unit on job seeking skills (a quarter credit may be offered for this) for next semester. Value exercises from the project have been implemented with small groups.

Follow-up from the October inservice has been conducted and will be continued throughout the school year. An inservice meeting was held with approximately 50 teachers on October 30, 1975. (See Appendix B).

Merrill

In the junior high school a display of materials was prepared for the faculty. The packets on career education from the Eau Claire Public Schools have been used in the ninth grade. A career day is being planned for February. A film program has been implemented which involves the use of one film per week for use during student free time and/or during classes. Many materials have been used in social studies classes.

Learning centers featuring career education materials have been established in the elementary school to encourage independent study. Activities from the elementary guide are currently being implemented. A field trip per month is planned as a faculty inservice program. (See Appendix B).

At the high school individual meetings have been conducted with teachers. Materials such as the American Pie Forum video tapes have been used in the vocational English class. Senior surveys have been completed and returned. Evaluation tests in grades 3, 6, 9, and 12 have been completed.

Colby

In the high school the consultant offered a slide presentation to ninth grade students on programs at NCTI. (See Appendix B). Individual meetings have been conducted with many teachers. The assessment tests have been completed in grades nine and twelve.

In the elementary grades, third grade students took a field trip to Wausau (See Appendix B). Materials have been delivered to teachers and used with career education activities.

9. Problems

Transportation has been a problem in counseling the Vietnamese. Students often are unable to attend sessions or meetings because they cannot drive.

It is difficult to acquire time for group inservice meetings during regular school days (especially since 180 full days of school are now required by state law). Another difficulty is the fact that teachers are on many different levels in their implementation of career education. Thus, it is difficult to ascertain appropriate techniques for assistance.

Often the rural disadvantaged have numerous other problems (family, etc.) which deter their progress in career and educational development.

10. Publicity Activities - Appendix C

Newspaper articles appeared in the Wausau Daily Herald.

Announcements of project activities have appeared in the NCTI "Target."

Flyers were sent to project schools announcing the class, "Curriculum and Methods in Career Education" for UW-Stout credit. These announcements were to be returned by teachers to determine if enrollment reached the number necessary to hold the classes.

Letters and agendas were sent to approximately 65 public and private school administrators informing them of the administrators' workshop. Forty-one persons attended the workshop where a presentation was given on services offered through the project.

One of the project consultants appeared on a local television program entitled, Knowledge for Living. The focus of the program was information on continuing education. The career education project was explained with regard to its services for adults to generate further referrals for career counseling.

A consultant was interviewed regarding assertiveness training programs for women. Parts of the interview were shown on the local news broadcast for Channel 7 television on December 2, 1975.

An article describing the project was published in the National Vocational Guidance Association Newsletter in September of 1975. Several requests for information have been received as a result of this article.

As a result of the response to a questionnaire by the associate project director, a description of the project will appear in a catalog prepared by American Institutes for Research in the Behavioral Sciences.

11. Dissemination Activities

Career education materials were disseminated to school personnel by consultant delivery, mail, or pick-up by the borrower. Concerted efforts have been made at pilot schools to encourage use of project materials. An addendum to the Revised Bibliography has been completed to inform potential users of new materials. (See Appendix C).

The career education news was disseminated to approximately 685 individuals. (See Appendix C). Free handout materials have been distributed at contact meetings, group inservice meetings, and individual meetings.

Flyers, goals and objectives of the project, and other suitable materials were sent to all persons requesting information (See Appendix C, for example of request).

The associate project director has completed four questionnaires pertaining to project activities. In addition, two lengthly telephone interviews have been given to assist with adult counseling projects (See Appendix C for letter of recognition).

Approximately ten requests for materials have been received from individuals outside of the project area. These have been filled when feasible, or assistance has been given to help in finding information or materials.

The state career education consultant from the Department of Public Instruction visited the project site to request assistance with materials for a career education project at Ohio State University. The associate project director will cooperate with this request.

The project director has held several meetings with special educators to provide them information and assistance in proposal writing for career education.

12. Progress on Data Collection and Evaluation Plans and Procedures

The senior surveys have been completed and returned, with the exception of two districts. Cards are being punched at the computer center and results will be tabulated in January.

Administration of evaluation instruments have been completed in pilot schools. The Assessment of Career Development by the American Testing program was administered to designated ninth and twelfth grades. The Career Education Cognitive Questionnaire from the University of Minnesota was given to designated third and sixth graders. The Self Observation Scales were also given to the third and sixth grades.

The raw data from the "Evaluation of the Medford Resource Guide" has been tabulated (See Appendix E).

The results of the "Career Education Opinionnaire" pre and post tests have been tabulated from the summer career education workshop for school personnel. A short report has been prepared on the data. (See Appendix E).

A report has been completed on the follow-up of the participants of the summer Career Education Curriculum and Methods Workshop. (See Appendix E).

13. Other Activities

N/A

14. Staff Employment and Utilization

Peggie Mallery has returned to part-time status upon completion of her maternity leave. Ruth Hase and Peggie Mallery have adult counseling as their primary responsibility. Public school inservice is the major assignment of John Brasch and Kathy Morris.

15. Staff Development

All members of the career education staff attended Business, Industry and Education Day in Wausau (See Appendix D).

Two consultants attended meetings at the Wisconsin Personnel and Guidance Association conference at Stevens Point. (See Appendix D).

One consultant visited the Eau Claire Public Schools to do further observation and acquire career education packets for use at Merrill Public School (See Appendix D).

The associate project director attended a conference in Madison from October 15 through October 17, 1975 on "Career Placement - Job and Education." (See Appendix D).

Russell Paulsen
Signature of the Project Director

December 9, 1975
Date

APPENDIX A

ADULT CAREER EDUCATION
PROGRAMS AND COUNSELING

Table I: Career Education Group Activities in Alternative to High School Class

Table II: Individual Career Exploration Activities to High School Class

Table III: Individualized Counseling of English as a Second Language Class

Table IV: Individual Career Counseling With Adult Basic Education Students and Outside Referrals

Table V: Adults Contacted Through Meetings or Appointments

Model of Counseling Interaction

TABLE I

CAREER EDUCATION GROUP ACTIVITIES
ALTERNATIVE TO HIGH SCHOOL CLASS
(12 students)

TYPE OF ACTIVITY	MATERIALS OR RESOURCES USED	PURPOSE
Resource person	U. S. Army Recruiter	To explore various career opportunities in military service.
Resource person	Data Processing Instructor	Explore computer science area.
Resource person	Data Processing Manager	Explore computer science area.
Resource person	Police Science	Explore career opportunitites in police science.
Resource person	Mature NCTI student	To emphasis importance of high school education and work experience - positive attitude.
Exploration tours	Auto mechanics Auto parts Welding Residential design Machanical design Printing design Machine tool Media labs Health	Instructors talked to students to give them information on North Central Technical Institute courses and talk about characteristics of these occupations.
Field trip	Drott Manufacturing	Drott personnel gave students a tour to explore various jobs.
A.V. materials (filmstrips)	Why Am I Afraid to Tell You Who I Am?	To acquire better self-understanding.

TABLE I (Con't)

CAREER EDUCATION GROUP ACTIVITIES
ALTERNATIVE TO HIGH SCHOOL CLASS
(12 students)

TYPE OF ACTIVITY	MATERIALS OR RESOURCES USED	PURPOSE
A.V. materials (filmstrips)	Livelyhoods	To acquire information on occupations
A.V. materials (Kit)	SRA Information Kit	To acquire information on occupations
A.V. materials (filmstrips)	Choosing Your Career	To acquire information on occupations
A.V. materials (film)	Future Shock	Better inderstanding how change and employment changes life style.
Discussion group	Specific requirements for jobs	Career exploration awareness
Discussion group	High school education (course selection)	Career preparation
Discussion group	Attitudes	Better understanding of courses and self
Letter writing	To Technical schools	Specific information on programs offered at the technical schools.

TABLE II

INDIVIDUAL CAREER EXPLORATION ACTIVITIES TO HIGH SCHOOL CLASS

STUDENT	AGE	TYPE OF EXPLORATION*
Male	16	Welding - Auto Mechanics - Machine Tool
Male	17	Residential drafting, mechanical drafting, truck driving, military service, welding
Male	17	Scuba diving, military service
Male	16	Agriculture mechanics, machine tool
Male	17	Audio-visual materials, TV repair, electron personal support
Male	16	Auto mechanic, welding, drafting, computer science
Female	15	Auto mechanics, Ag-auto parts
Female	18	Police Science, commercial art, office work
Male	16	Heavy machine, printing
Male	18	Truck driving, diesel mechanic
Male	16	Military services, machine tool, welding
Male	17	Data processing, police science

* Outcomes are not indicated as the immediate objectives is to keep students interested, so they do not drop out of class. Presently, all students have remained with the program with better than usual attendance.

TABLE III

INDIVIDUALIZED COUNSELING OF ENGLISH AS A SECOND LANGUAGE CLASS

SEX	AGE	TYPE OF COUNSELING	EMPLOYMENT	OUTCOME
Male	24	Intake - Initial - Developmental	Student-NCTI	Enroll fulltime electronics-NCTI
Male	26	Intake - Initial - Developmental	Scottie Home Furnishing	Enroll NCTI Machine Tool
Female	26	Intake - Initial - Developmental	At home	Continue ABE Seek employment
Male	19	Intake - Initial - Developmental	Tailoring	Continue ABE Seek tailoring
Female	22	Intake - Initial - Developmental	At home	Enroll NCTI Clerk Typist
Male	37	Intake - Initial - Developmental	Bartig Printing	Continue ABE Printing course
Male	37	Intake - Initial - Developmental	Zimpro Company	Continue ABE Welding NCTI
Female	26	Intake - Initial - Developmental	At home	Enter NCTI Computer Scienc
Female	28	Intake - Initial - Developmental	At home	Enter NCTI Clerk Typist
Female	32	Intake - Initial - Developmental	At home	Continue ABE Supportive
Female	29	Intake - Initial - Developmental	At home	Continue ABE
Female	19	Intake - Initial - Developmental	Student	Enter Universit Wis. Mar. Campu
Female	27	Intake - Initial - Developmental	At home	Supportive Services
*Female	38	Intake - Initial - Developmental	Abel Company	Accounting Education & Wor
Female	25	Intake - Initial - Developmental	At home	Continue ABE Supportive serv
*Male	40	Intake - Initial - Developmental	Zimpro Company	Continuing Education

TABLE III (Con't)

SEX	AGE	TYPE OF COUNSELING	EMPLOYMENT	OUTCOME
			EMPLOYMENT	OUTCOME
Female	60	Intake - Initial - Developmental	At home	Supportive Services
Male	25	Intake - follow-up	Wausau Homes	Will return to NCTI-arrange time - developmental
Female	33	Intake - Initial - Developmental	At home	Continue ABE
Male	35	Intake - Initial - Developmental	Crescent Electric	To take graduat studies U. of W
Male	26	Intake - Initial - Developmental follow-up	Unemployed	To take developmental course & welding
Female	24	Intake - Initial - Developmental	At home	Supportive services
Male	26	Intake - Initial - Developmental	Unemployed	To take welding NCTI
Male	23	Intake - Initial - Developmental	Unemployed	Continue Englis classes
Female	35	Intake - Initial - Developmental	At home	Supportive services
Male	30	Intake - Initial - Developmental	Marmet Window Company	To take Archite ture at Univers
Male	41	Intake - Initial - Developmental	Wausau Hospitals	To take further medical trainin
Male	64	Intake - Initial - Developmental	Unemployed	Supportive enrichment serv
Male	30	Intake - Initial - Developmental	Dental Office	To take dental Hygiene - Vo. T
Male	24	Intake - Initial - Developmental	Unemployed	To take printin course - NCTI

* All students are Vietnamese refugees with the exception of two who are from Russia.

TABLE IV

INDIVIDUAL CAREER COUNSELING
WITH
ADULT BASIC EDUCATION STUDENTS
AND
OUTSIDE REFERRALS

STUDENT	AGE	TYPE OF COUNSELING	OUTCOME
Male	18	Intake interview	Attending ABE - working for GED
Male	26	Intake and initial interview	Brushing up on skills in ABE, will enter residential design in fall
Male	53	Intake and initial interview	Improving basic skills in ABE
Female	29	Intake, initial, developmental and follow-up interview	Working for GED and improvement of coping skills in ABE
Female	27	Intake and initial interview	Working for GED in ABE
Male	30	Intake and initial interview	Working for GED in ABE
Female	18	Intake and initial interview	Working for GED in ABE
Female	33	Intake, initial, developmental	Attend ABE - brush up on skills. Will enter Clerk Typist program.
Male	37	Intake, initial, developmental	Improving skills in ABE
Male	31	Intake, initial	Improving skills and seeking employment

TABLE IV (Con't)

STUDENT	AGE	TYPE OF COUNSELING	OUTCOME
Female	25	Intake, initial	Attending ABE - will enroll in clerk typist program
Male	17	Intake, initial, developmental	Reading improvement and career exploration in ABE
Male	18	Intake, initial	Working for GED in ABE
Female	32	Intake, initial	Working for GED in ABE
Male	19	Intake, initial	Working for GED for future employment
Female	40	Intake, initial	Self improvement (learning to write) in ABE
Male	28	Intake, initial	Working for GED in ABE
Male	25	Intake, initial, developmental	Working for GED in ABE
Female	27	Intake, initial, developmental	Working in ABE to get drivers' license
Female	34	Intake, initial, developmental	Working for GED in ABE
Female	27	Intake, initial, developmental	Improving basic skills to seek employment
Male	19	Intake interview,initial interview	Attending ABE - going into full-time developmental program 2nd semester
Female	17	Intake interview, initial interview, follow-up	Attending ABE - working for GED as alternative to high school

TABLE IV(Con't)

STUDENT	AGE	TYPE OF COUNSELING	OUTCOME
Male	21	Intake interview, initial interview, career exploration, developmental	Working for GED in ABE
Female	24	Intake, initial, developmental	Working for Self-improvement in ABE
Male	39	Follow-up activities (mostly on self-improvement)	Working for self-improvement in ABE
Female	30	Intake interview, initial interview, career exploration, follow-up	Attending ABE for self-improvement, may be interested in more courses
Male	49	Intake interview, initial interview, developmental	Attending ABE working for GED to seek employment due to back injury
Male	30	Intake, initial interview, follow-up	Attending ABE - improving basic skills because of back injury
Female	34	Intake interview, initial interview	Self improvement through basic skills in ABE
Male	22	Intake interview, initial interview	Attending ABE to acquire GED for future employment
Male	30	Intake interview, initial interview, career exploration in health occupations	Attending ABE - Planned to enter Health occupations - left program
Female	21	Intake interview, initial interview. Follow-up in career exploration and assistance in enrolling in classes at NCTI	Acquired employment as a dishwasher. Entered sewing and cooking class at NCTI - attended ABE and improved skills - left program

TABLE IV (Con't)

STUDENT	AGE	TYPE OF COUNSELING	OUTCOMES
Female	35	Intake, initial interview, developmental and follow-up. (Personal support and career exploration with respect to career change)	Enrolled at NCTI in Data Processing
Male	22	Intake, initial, and developmental, (Career exploration, financial aid, coord. other services - support counseling and interest tests)	Will go through work evaluation on Voc/Rehab. funds and enter NCTI developmental on CETA funds
Feamle	37	Intake, initial, developmental (Personal career exploration and financial aid)	Enrolled in NCTI Computer Center
Female	35	Intake, initial, developmental (career exploration)	Career change pending
Female	32	Intake, initial, developmental (career exploration)	Enrolled in NCTI - clerk typist
Male	35	Intake	Assisted with information for career due to injury. Given information to locate source of public assistance.

TABLE V

ADULTS CONTACTED THROUGH MEETINGS OR APPOINTMENTS

TYPE OF ASSISTANCE	TITLE OR TYPE OF PROGRAM	LOCATION	NUMBER INVOLVED
Individual Counseling (On-going Counseling)	English as a Second Language	NCTI	31
Individual Counseling (On-going Counseling)	Adult Basic Education classes	NCTI	33
Group and Individual Counseling (On-going Counseling)	Alternative to High School class	NCTI	12
Individual Counseling	Drop-ins and Referrals	NCTI	6
Individual Counseling	Tuesday Morning Mothers Club	Presbyterian Church	12
Follow-up	Students from YWE Workshop	Schools which they attend	50
		TOTAL	144

MODEL OF COUNSELING INTERACTION /

INTAKE INTERVIEW

Collection of baseline information
Eligibility determination

INITIAL INTERVIEW

Information gathering
Rapport - building

DEVELOPMENTAL INTERVIEW

Specifying and clarifying client's expectations

Identifying and investigating occupations

Relating information about self to occupational possibilities

Identifying and exploring education training resources

Specify clients expectations

Clarify meaning of work history, educational experience, etc.

Construction of plan to acheive career goal

Implement plan and solve problems relating to it

FOLLOW-UP

APPENDIX B

INSERVICE PROGRAMS FOR TEACHERS

Table VI: Inservice Through Planned Group or Individual Meetings

Administrators' Workshop Letter and Questionnaire

Administrators' Workshop Letter and Agenda

Curriculum and Methods in Career Education Follow-up
(Follow-up of summer workshop)

Contact Meetings - Session Reports

Session 1 at NCTI on October 15, 1975
Session 1 at Medford on October 16, 1975
Session 1 at Wittenberg on October 9, 1975
Session 1 at Phillips on October 8, 1975
Session 2 at NCTI on November 12, 1975
Session 2 at Medford on November 11, 1975
Session 2 at Wittenberg on November 13, 1975
Session 2 at Phillips on November 5, 1975
Session 3 at NCTI on December 10, 1975

Edgar Inservice - Session Report

Trinity Lutheran Eighth Graders - NCTI Tour - Session Report

Park Falls Classroom Demonstration and Material Display - Session Report

Merrill High School Faculty Materials Display - Session Report

Memo Distributed to Edgar Faculty

Colby Ninth Grade Film Strip Presentation - Session Report

Colby Third Grade Field Trip - Session Report

TABLE VI

INSERVICE THROUGH PLANNED GROUP OR INDIVIDUAL MEETINGS

TYPE OF ASSISTANCE	TITLE OR TYPE OF PROGRAM	LOCATION	NUMBER INVOLVED*
Inservice - Edgar	Curriculum Planning	Edgar	52
October Contact Meeting	Initial meeting to explain services and initiate program for the year.	Wittenberg	11
October Contact Meeting		Phillips	5
October Contact Meeting		Medford	6
October Contact Meeting		NCTI	7
November Contact Meeting	Follow-up of October Contact meeting and initiation of new activities.	Wittenberg	11
November Contact Meeting		Phillips	7
November Contact Meeting		Medford	5
November Contact Meeting		NCTI	7
Materials Display	Materials displayed at faculty meeting and in library for two days.	Merrill	52
Group Inservice	Administrators' Workshop	Holiday Inn	41
Individual Inservice	Consultants met individually with school personnel to offer assistance	At project schools	336
Field Trip	Jefferson Elementary School-Merrill faculty visited Lincoln Boy's School	Lincoln Boy's School	15
		Total Meetings	555

*Some numbers for large group meetings are approximate

NORTH CENTRAL
TECHNICAL INSTITUTE
1000 Schofield Avenue
Wausau, Wisconsin 54401
Telephone 715/675-3331

RESEARCH AND DEVELOPMENT

October 24, 1975

Dear Administrator:

We hope to conduct a one-day workshop on career education for superintendents and principals involved with our project. The purpose of the meeting would be to demonstrate to participants ways in which they can promote and implement career education within their district as a part of the regular curriculum on a limited budget.

We are planning to start the meeting at 9:00 a.m. and conclude by 3:00 p.m. Lunch will be provided for those who attend.

In order to plan the session to meet your needs, we would like you to complete the enclosed questionnaire and return it to us by November 7.

Thank you for your assistance. We hope to have further information to you in the near future as we feel that this project is worthwhile.

Sincerely,

Lois F. Gilliland

Lois F. Gilliland
Associate Project Director

LFG/nls
Enclosure

ADMINISTRATORS WORKSHOP QUESTIONNAIRE

NAME ______________________________ DISTRICT ____________________

Please indicate your first three choices for the program:

1. Outside speaker who is knowledgeable about career education and administration ____
2. Panel of Persons from the business world to express their needs and concerns. ____
3. Panel of students to express their needs for career education ____
4. Panel of Administrators and teachers to tell how they implemented career education on a small budget. ____
5. Tour of North Central Technical Institute ____
6. Field trip to a local industry to observe operations and problems ____
7. Media display by distributors and/or other career education projects ____
8. Idea exchange between small groups of participants ____
9. Other suggestions ______________________________

Please indicate your first, second, and third choice of the locations that you would prefer:

NCTI ____ Holiday Inn-Wausau ____ Howard Johnsons ____

Other ______

Please indicate your first, second, and third choice of the date which is most convenient:

Wednesday, December 3 __________ Thursday, December 4 ________

Wednesday, December 10 __________ Thursday, December 11 ________

Cannot attend ______________

Please return this questionnaire by Nov. 7 to:

Lois F. Gilliland,
Associate Project Director
North Central Technical Institute
1000 Schofield Avenue
Wausau, WI 54401

NORTH CENTRAL
TECHNICAL INSTITUTE
1000 Schofield Avenue
Wausau, Wisconsin 54401
Telephone 715/675-3331

RESEARCH AND DEVELOPMENT

November 18, 1975

Dear Administrator:

We would like to invite you to the career education workshop sponsored by North Central Technical Institute on December 3. Enclosed is the agenda for the meeting. The purpose of the workshop is to show problems and concerns of the business community which can be met with career education.

We are delighted to have Mr. Donald Dean from Madison as our keynote speaker. He has had experience as a school administrator, as well as, experience in business. We also have a panel of representatives from business and industry which should prove both stimulating and informative.

Since we will be asking a speaker to come from Madison, it is necessary to know the number of persons who will attend. Please return the enclosed card by November 25, so that we can do our final planning. We are most enthusiastic about the workshop and certainly hope to see you there.

Sincerely,

Lois F. Gilliland

Lois F. Gilliland
Associate Project Director

LFG/nls
Enclosures

*** WORKSHOP AGENDA ***

9:00-9:30	Registration and coffee
9:30-10:00	Welcome: Russell Paulsen, Administrator of Research and Development/Director Career Education Services offered by Career Education Project: Lois Gilliland, Associate Project Director of Career Education Introductions: Peggie Mallery, Career Education Consultant
10:00-11:00	Panel of four representatives from the local area: Ray Lisieki, Personnel Manager at Marathon Cheese Corporation Don Abbott, Supervisor of Training at Drott Manufacturing Russell Berg, Manpower Supervisor at Job Services Office Maxine Anderson, Assistant Director of Employment at Employers Insurance Russell Paulsen, Panel Moderator
11:00-12:00	Break into small groups with each panel member acting as a resource person for a group (Panel members will rotate from group to group) Career Education Consultants: Ruth Hase, John Brasch, Kathy Morris, and Peggie Mallery will act as discussion leaders.
12:00-1:00	Luncheon
1:00-2:00	KEYNOTE SPEAKER: Mr. Donald K. Dean, Executive Vice President Wisconsin Chapter The Associate General Contractors of America, Incorporated
2:00-3:00	Optional Activities: Tour of North Central Technical Institute Individual conferences with Career Education Consultants Materials Display

35

NORTH CENTRAL TECHNICAL INSTITUTE

CAREER EDUCATION ADMINISTRATORS' WORKSHOP

December 3, 1975

9:00 A.M.

Holiday Inn - NCTI Room

ncti
NORTH CENTRAL
TECHNICAL INSTITUTE
1000 Schofield Avenue
Wausau, Wisconsin 54401
Telephone 715/675-3331

RESEARCH AND DEVELOPMENT

October 31, 1975

Dear

As a part of a follow-up project, Pat Wagner from UW-Stout, who conducted our summer career education workshop, has asked me to obtain information concerning your use of the career education units which you prepared during the session. Enclosed is a questionnaire which we would like to have completed. Any random comments which you have would also be helpful.

It was certainly a pleasure working with you this summer. We hope that the workshop has proven beneficial to your teaching and that you are having a pleasant year. Your cooperation in returning the questionnaire by November 14 will be appreciated. Please call the career education office, telephone 675-3331, Ext. #210, if we can be of assistance to you.

Sincerely,

Lois F. Gilliland

Lois F. Gilliland
Associate Project Director

LFG/nls
Enclosures

CAREER EDUCATION WORKSHOP QUESTIONNAIRE

Name ______________________________ School ______________________________

Position ___________________________ Career Ed. Unit ________________________

Please check the appropriate answer:

1. Have you used your career education unit which you completed in the summer workshop at NCTI? Yes _____ No _____
2. Do you feel that it enhanced your teaching? Yes _____ No _____
3. Were the students positively responsive to the activities? Yes _____ No _____
4. Have you made additions to the unit? Yes _____ No _____
5. Did the activities prove to be relevant to the student's needs? Yes _____ No _____
6. Do you feel the unit would be helpful to other teachers in your field? Yes _____ No _____
7. Were community agencies cooperative in helping you? Yes _____ No _____

Please state your reaction to the following:

With whom did you use your unit?

What are the strengths of your project?

In what ways can the project be improved?

What were student and/or other reactions to the activities?

What are any additions or changes that you have made in the unit?

How would you use the unit differently in the future?

If community agencies were involved, how did they help with the unit?

What problems or cooperation did you have from other school personnel (administrators or teachers) in the implementation of the project?

Additional comments (Anything you feel might be helpful to use in evaluating the practicality of the career education project in the actual teaching situation)

SESSION REPORT

NCTI (Location)
I (Session #)
October 16, 1975 (Date)

Contact Persons (Type of Group)
7 (Attendence)

Objectives and Procedure:
Organizational meeting to familiarize contact people with the projects' goals and objectives for the year, and the format of the monthly meetings to follow.

Instructor's Material/Equipment:

Printed Materials Handed Out:
Career Education Project Goals and Objectives
U.S.O.E. Policy Paper: An Introduction to Career Education
Career Education National Standard
Syllables of Career Education Course offered through UW-Stout
Senior Career Interest Surveys
Revised Bibliographies

Summary of Session:

The above materials were distributed, followed by a discussion of ways to best motivate teacher interest in career education and the most effective link of communication regarding this in each school. Mosinee suggested a visit by the career education staff to a school board meeting, seeing as there are five new members on that board. Interest in the Stout course was discussed and feelings toward organizing an administrator's workshop were very positive. Liz Daviedczyk discussed the class she conducts called Vocational English. Many ideas she uses were exchanged, such as utilizing local teachers and administrators as resources, total student participation in all activities from the ground up, and developing English skills via letter writing to inquire about certain job fields. Attending the meeting were: 1) Pat Page, Mosinee High School; 2) Chris Kampa, Mosinee Elmentary; 3) Liz Daviedczyk, Marathon High School; 4) Judy Boda - 5) Reuben Eckert, Wittenberg High School; 6) John Brasch, NCTI, and 7) Kathy Morris, NCTI.

The meeting adjourned, with the next meeting scheduled for Nov. 12 at 1:30 at NCTI.

Kathy Morris
(Consultant)

SESSION REPORT

Medford (Location)
I (Session #)
October 16, 1975 (Date)

Contact Meeting (Type of Group)
6 (Attendence)

Objectives and Procedure:

Instructor's Material/Equipment:

1) Relate to contact people the goals and objectives of project
2) Pass out hand outs to them
3) Discuss class (UW-Stout) and administration workshop
4) Possible Articulation

Printed Materials Handed Out:

Senior Survey
Revised Bibliography
Snoopy Ex: (2)
Goals and Objectives sheets

Summary of Session:

All schools in attendence (released time seems to be a problem with Abbotsford). The next meeting will be Novemeber 11 at 2:00 p.m. at Medford. Everything went well, except for a bit of negstivism in the discussion following the meeting as to the role of guidance person. We found Medford and Athens people positive.

Present at the meeting were:
- Fay Yost - Medford High School Guidance Counselor
- Tom White - Abbotsford Public School Guidance Director
- Dan Wanish - Rib Lake Guidance Director
- Steve Lundstrom - Athens Public School Instructor
- Kathy Morris } NCTI
- John Brasch }

John Brasch
(Consultant)

SESSION REPORT

Wittenberg	1	October 9, 1975
(Location)	(Session #)	(Date)
Contact Persons		11
(Type of Group)		(Attendence)

Objectives and Procedure:

Organizational meeting to familiarize contact people with the project's goals and objectives for the year and the format of monthly meetings to follow

Instructor's Material/Equipment:

Printed Materials Handed Out:

Career Education Project Goals and Objectives
Senior Career Interest Survey
UW-Stout Career Education Course Syllabus
Revised Bibliographies

Summary of Session:

Methods that would be the most effective way to utilize each school's contact person were discussed. Both Bowler and Rosholt felt departmental meetings and individual contact with specific teachers would be useful. Bowler expressed interest in an inservice, possibly for 1st semester. Rosholt will pursue the idea of a K-8 Parent night. Wittenberg stressed its need for individual workshops at discipline levels.

The outline of the career education course offered through UW-Stout was distributed. Contact people will survey interest as to this course by next month's meeting. The goals and objectives of the project were reviewed, with discussion centering around the possibility of an administrators workshop and/or regional workshop. A questionnaire pertaining to these potential workshops will be circulated at the next meeting.

Bowler requested information and career education activities to give to staff and also requested suggestions as to how to make a previously unsuccessful Career Day a success this year.

The meeting was adjourned with the next contact meeting scheduled for Nov. 13 at 2:00 p.m. at Wittenberg.

Kay Morris
(Consultant)

(over)

Present at meeting:

Hope Moreland - Wittenberg

Judy Boda - Wittenberg

Dennis Carens - LVEC

Bill Kubeny - Antigo

Earl Holm - Rosholt

Neal Gould - Bowler

Lois Gilliland - NCTI

John Brasch - NCTI

Kathy Morris - NCTI

Dr. Henry Ahrnsbrak - VTAL Center

Jim Auguston - VTAE Center

SESSION REPORT

Phillips High School (Location)
I (Session #)
October 8, 1975 (Date)

Contact People (Type of Group)
5 (Attendence)

Objectives and Procedure:

Discribe project goals and objectives
Senior survey
Stout class offered
Articulation(NCTI-High Schools)

Instructor's Material/Equipment:

Filmstrips and cassetts
Snoopy overlays
Children Learn What They Live
Bibliography
Occupational Essentials

Printed Materials Handed Out:

Revised Bibliography
TV & Radio Program format
U.S.O.E. Policy Papers
Goals and Objectives in Career Education
Materials Sign out Sheet
Career Education Class Information

Summary of Session:

Prentice and Park Falls representatives did not come because of testing in there respective schools. However, a letter was sent to them and their superintendent about the meeting. Phillips Elementary and Middle school requested materials. Also the middle school would like a presentation to their teachers the first week in November. A goal of having two instructors implement career education into the classroom, etc! The flexibility of the class from UW-Stout was discussed.

Present at meeting were :

Bruce Gould - Phillips High School Guidance Director
John Wilke - Phillips Elementary and Middle School Guidance Counselor
John Brasch }
Kathy Morris } NCTI
Lois Gilliland }

John Brasch
(Consultant)

SESSION REPORT

NCTI (Location)
II (Session #)
11/12/75 (Date)

Contact Meeting (Type of Group)
7 (Attendence)

Objectives and Procedure:	**Instructor's Material/Equipment:**
Collection of Senior Surveys Materials Display	Curriculum Guides Filmstrip Sets (GA) Kits

Printed Materials Handed Out:

Fifteen Career Education Clusters

Developmental Chart

Elementary School Career Education Program

Summary of Session:

Senior Surveys were collected. Judy Foust, a teacher from Stratford who is successfully implementing career education into her curriculum, visited the group and had many observations and suggestions to lend. Materials were on display and on the basis of browsing through what is available, requests were taken. One member of the group has been successful in reserving time during each faculty meeting to present thoughts and materials on career education. Another group participant is interested in having the Career Education staff speak to his school board. Next month's meeting was scheduled for December 10. Each contact person will bring along one or more teachers for an exchange of ideas session.

Persons present at this contact meeting were: Pat Page, Mosinee; Kris Kampa, Mosinee; Liz Dawiedczyk, Marathon; Judy Foust, Stratford; Peggie Mallery, NCTI; Lois Gilliland, NCTI; and Kathy Morris, NCTI.

Kathy Morris
(Consultant)

SESSION REPORT

Medford High School (Location)
#2 (Session #)
November 11, 1975 (Date)

Contact Meeting (Type of Group)
5 (Attendence)

Objectives and Procedure:

Materials Display
Articulation
Stout class
Administrators' Workshop
Dec. and Jan. meeting

Printed Materials Handed Out:

Growth and Development
Complete Job Charactoristics and Requirements

Instructor's Material/Equipment:

Occupational Essentials
Man's Work
Career Flash Cards
People
Preparing for a World of Work
Livelyhoods
Job Attitude
16 mm 437-420
Who Am I?.....
First things---

Summary of Session:

Medford contact meeting -- present were Fay Yost- Medford, Steve Lundsburg, Athens; Kathy Morris, Lois Gilliland and John Brasch. Absent because of parent meetings were Tom White, Abbotsford; and Dan Wanish, Rib Lake.

Discussed was Articulation, UW-Stout class, Administrators' Workshop outline was shown. It was decided the person from NCTI would come to the schools and the UW-Stout class was not excepted. The meetings for December will be individual visits to schools. January meeting will be exchange of ideas on placement officer from NCTI. The display of materials went well.

John Brasch
(Consultant)

SESSION REPORT

Wittenberg (Location)
II (Session #)
11/13/75 (Date)

Contact Meeting (Type of Group)
11 (Attendence)

Objectives and Procedure:	Instructor's Material/Equipment:
Collection of Senior Surveys	Curriculum Guides
Materials Display	Filmstrip Sets (GA) Kits

Printed Materials Handed Out:

Random materials from free handouts offered through NCTI.

Summary of Session:

Senior Surveys were collected and topics of discussion then focused on information the contact people were to gather for this meeting. Articulation was discussed and both Bowler and Rosholt are interested in involving their business education and social studies departments. (Bowler wants to also include their home economics department. More information pertaining to the Career Education Course offered through UW-Stout was requested. Consequently, more detailed information regarding this course will be sent. Individual visits to these contact schools will be made by the consultants' during the month of December. The January meeting will be held in Wittenberg on January 15th and will be devoted to an exchange of ideas, with elementary being the focus, contact individuals will either present materials or invite teachers involved in career education in their schools to speak to the group.

Contact persons present at this meeting were: John Brasch, NCTI; Lois Gilliland, NCTI; Kathy Morris, NCTI; Bill Kubeny, Antigo; John Cherny, White Lake; Hope Moreland, Witt.-Birn.; Judy Boda, Witt.-Birn.; Reuben Eckert, Witt.-Birn.; Neal Gould and 6th grade teacher (Dave); and Earl Holm, Rosholt.

Kathy Morris
(Consultant)

SESSION REPORT

Phillips High School (Location)
#II (Session #)
11/5/75 (Date)

Contact Meeting (Type of Group)
7 (Attendence)

Objectives and Procedure:

Materials Display
Articulation (Here-There)
UW-Stout class
Administrators' Workshop
December & January meeting

Printed Materials Handed Out:

Growth & Development

Common Job Characteristics and Requirements

Instructor's Material/Equipment:

Occupational Essentials (Book & Tape)
Man's Work (Tapes)
Career Flash Cards
People Who Make Things
Preparing for the World of Work
Livelyhoods
Job Attitudes
16 mm Films 437 & 420
Who Am I Afraid.......

Summary of Session:

Articulation was discussed and it was felt that a person from NCTI should come to Phillips and Park Falls to meet. Administrative workshop flyers were handed for all to see and discues. The UW-Stout class seems to be progressing alright. The materials display went over very well with everyone. Dr. Ahrnsbrak seemed pleased with the meeting. No meeting in December, but January will be a exchange of ideas' meeting with the teachers.

Persons in attendance were John Brasch, Lois Gilliland, Kathy Morris, Dr. Henry Arhnsbrak, Bruce Gould, Clarence Laciena, Laddie Selinger, and Sue Launila.

John Brasch
(Consultant)

SESSION REPORT

NCTI (Location) III (Session #) December 10, 1975 (Date)

Contact Group (Type of Group) 7 (Attendence)

Objectives and Procedure:

Discussion of each contact persons progress, visitors from contact schools.

Instructor's Material/Equipment:

Printed Materials Handed Out:

Parents and Career Education CE071

Summary of Session:

Each contact person contributed to the meeting by relating their individual progress. The contact from Mosinee elementary has been instrumental in implementing a monthly faculty meeting at which time she presents career information and distributes materials furnished through the project. The Mosinee high school contact is speaking at departmental meetings and is presently acting as a laison to arrange a time when the career education staff can speak with the Mosinee School Board (something seen as a most important step by this contact person). The contact from Marathon brought along the Exceptional Education teacher (formerly called Special Education).

Kathy Morris
(Consultant)

Before leaving the meeting she was shown relevant materials and checked out a number that she felt would be beneficial. A report on the Administrators' Workshop held recently at the Holiday Inn will be relayed by the contact people to those administrators who did not attend. The date for the January meeting was set for the 14th.

Contact persons present were:

Lois Gilliland - NCTI
Kathy Morris - NCTI
John Brasch - NCTI
Pat Page - Mosinee
Liz Daviedcyzk - Marathon
Kris Kampa - Mosinee
Exceptional Education Teacher - Marathon

SESSION REPORT

Edgar (Location)

In-service (Session #)

October 30, 1975 (Date)

Total Teaching Staff (Secondary & Elementary (Type of Group)

Approximately 52 teachers (Attendence)

Objectives and Procedure:

Teacher inservice devoted to the subject of curriculum planning. Small group discussion served as the format, with the career education staff attending on a consultant basis.

Instructor's Material/Equipment:

Printed handouts pertaining to each major subject area, guides, filmstrips, and kits.

Printed Materials Handed Out:

Materials were distributed by each consultant to the following groups: Home Economics, Physical Education, Science, Math, Social Studies, Business and English.

Summary of Session:

This was a workshop devoted to the subject of curriculum planning. The career education staff attended on a consultant basis. In order to promote a greater exchange of ideas, teachers broke into small subject matter groups consisting of teachers from grades K-12, with K-5 teachers having the option to choose the subject area in which they wanted to work. Consultants joined these groups and infused suggestions for career education implementation wherever possible.

Kathy Morris
(Consultant)

SESSION REPORT

NCTI (Location)
I (Session #)
Nov. 21, 1975 (Date)

Eighth graders from Trinity Lutheran School, Merrill (Type of Group)
29 (Attendence)

Objectives and Procedure:

Introductory step to a classroom unit of career exploration. Tour of NCTI.

Instructor's Material/Equipment:

Slide presentation in T.V. studio informing students about NCTI and its programs.

Printed Materials Handed Out:

None

Summary of Session:

The morning activities began in the T.V. studio with a slide presentation that informed the students about the various programs offered here at NCTI. After a brief question and answer period, the group was divided into three sections and each went with a consultant for a tour of the building.

Kaley Morris, Ruth Hase
John Briegel
(Consultant)

SESSION REPORT

Park Falls High School	I	November 6, 1975
(Location)	(Session #)	(Date)
English class (Freshmen) and Library Display		150+
(Type of Group)		(Attendence)

Objectives and Procedure:

Value clarification and movie to Frosh English class, using large and small groups. Display of NCTI materials for possible students.

Printed Materials Handed Out:

NCTI Program Pamphlets of various types of interest.

Instructor's Material/Equipment:

"Where the Action Is" 16mm

Career Education K-102

Preparing for the World of Work Fs/S 031

Choosing Your Career Fs/S 029

Careers and Life Styles Fs/S 024

Livelyhoods K-111

Summary of Session:

Classroom presentation went off well and it was fun although I felt I didn't have enough time. The library display provided materials to many students. In either case no teachers were present. Teachers we spoke to during the day were Cindy Greenwood, Lou Pieratta and Mr. Ross, Principal.

John Branch
(Consultant)

SESSION REPORT

Merrill Junior High School
(Location)

I
(Session #)

November 3, 1975
(Date)

Faculty Materials Display
(Type of Group)

52
(Attendence)

Objectives and Procedure:

To provide a display of materials that are available through the career education project at North Central Technical Institute.

Printed Materials Handed Out:

None

Instructor's Material/Equipment:

Revised Bibliographies

Livelyhoods

A Man's Work Ca 300-305

Preparing For the World of Work Fs/S 031

Career Values Fs/S 022

Summary of Session:

Many of the teachers were interested. I feel they will make more use of materials the 2nd semester through better planning now that they know materials are available. The principal, Mr. Boettcher would like another display in the library for faculty only - hopefully in January.

John Branch
(Consultant)

MEMORANDUM

Kathy Morris will be visiting our school on a weekly basis to help teachers bring Career Education into the classroom. Kathy would like to meet with teachers on an individual basis. In an attempt to arrange these meetings at a time convienient to you, please list times and days you would like to meet with Kathy.

Also list information you need on topics you would like to discuss.

Name ______________________

Time ______________________

Topics to discuss:

Information requested:

Return to Mr. Young by Friday November 7.

SESSION REPORT

Colby High School (Location)

(Session #)

December 15, 1975 (Date)

Colby 9th Grade (Life in Wisconsin class) (Type of Group)

60+ (Attendence)

Objectives and Procedure:

To promote NCTI and Vocational Training as a whole. Also to present an opportunity for the students to become more aware of differnet careers.

Instructor's Material/Equipment:

Jim Meyers film strip presentation of NCTI. Projector - cassette-filmstrip.

Printed Materials Handed Out:

Summary of Session:

The film strip presentation at Colby went over very well. After the filmstrip, there was a question and answer period by instructors as well as students. Mr. Al Braun was the intructor present.

John Brasch
(Consultant)

SESSION REPORT

Wausau (Location)

(Session #)

December 12, 1975 (Date)

Colby Third Graders (Type of Group)

49 (Attendence)

Objectives and Procedure:

Instructor's Material/Equipment:

Field trip for third graders to conver possible jobs and workings of all communications that time would allow for - WSAU-TV, WIDC-FM, WSAU-AM, General Telephone Company, and the Daily Herald.

Printed Materials Handed Out:

Summary of Session:

The field trip went off extremely well at all locations. The children and intructors had many questions for their guides. The children were able to buy their own lunches and of course, observe them being made. They also visited a department store downtown after lunch. Mrs. Panko and Mrs. Anderson were the two third grade instructors present.

John Bresch
(Consultant)

APPENDIX C

DISSEMINATION AND PUBLICITY ACTIVITIES

Table VII: Public Relations

Wausau Daily Herald Articles

NCTI Target Articles

NCTI Career Education News

Flyers on Curriculum and Methods in Career Education class

National Vocational Guidance Association article

Letter and Summary for catalog by American Institute for Research in the Behavorial Sciences

Letter on Telephone Interview

Letter of Request for Information on the Project

Addendum to the Revised Bibliography

TABLE VII

PUBLIC RELATIONS

TYPE OF PUBLICITY	LOCATION OR PLACEMENT	NUMBER INVOLVED*
Newspaper Articles	Wausau Daily Herald (Circ. 27,700)	27,700
Flyers	On request outside project	10
NCTI Career Education Newsletter	NCTI, District Public Schools, Other Career Education Projects, Wisconsin Technical Schools, Cooperative Educational Service Agencies, Department of Public Instruction, and other leaders in career education.	685
Target (North Central Technical Institute Newsletter)	North Central Technical Institute employees, Vocational Districts, State Office, retired employees of NCTI.	300
National Vocational Guidance Association	Members of the organization	Not known
Flyers on Curriculum and Methods in Career Education Class	Project Schools	500 (Approx.)
Letters and Agendas on Administrators' Workshop	Project public and private schools	65
Television Show - "Knowledge for Living"	Channel 7 in Wausau	69,000 (Estimated)
Television Interview on newscast	Channel 7 in Wausau	69,000 (Estimated)

*Table is not totaled because some numbers are unknown and others are approximate.

The Daily Herald

54 firms, 1,000 educators to take part in BIE Day

The 27th annual Business - Industry - Education Day will take place Tuesday in the Wausau area. Sponsored by the Manufacturers Council of the Wausau Area Chamber of Commerce, BIE Day affords area educators the opportunity to tour firms and learn about business problems and operations.

Fifty - four firms will be hosting nearly 1,000 teachers and school administrators in the afternoon. School children will be dismissed between 11:30 a.m. and 1:45 p.m. so the educators may tour the businesses.

In addition to the tours, six seminars will be offered at Holiday Inn. Sponsored by the CTL Co., Intercity State Bank, Kraft Food, 3M, and Wisconsin Valley Improvement Co., the seminar topics will be community development, economic development, health resources development, downtown development, regional planning and consumer business.

All educators from Wausau public schools, all parochial schools, North Central Technical Institute, and the University of Wisconsin Marathon Center, will meet their hosts at 1 p.m. at the Wausau West High Fieldhouse. After a brief meeting, the hosts will lead their guests on a tour of their firms.

All D.C. Everest Elementary educators will go directly to their host firms at 1:30 p.m. after their classes have been dismissed. D.C. Everest Middle and High School educators will meet their hosts at their firms at 2:30 p.m.

Following the tours, and the alternative seminars, the educators and their tour guides will either return to the fieldhouse or go directly to the Holiday Inn for socializing from 4:30 until 6:30 p.m.

Chairman of this year's BIE Day is James Olsen.

No lunch will be served at any of the Wausau district schools Tuesday. The schools that will be dismissing classes at noon are Stettin, Maine, Rib Mountain, Horace Mann and Wausau East High. All other schools in the Wausau district will dismiss classes at 11:30 a.m.

In the D.C. Everest district, all elementary schools will be dismissed at 1 p.m. The middle school will close for the day at 1:30 p.m., followed by the high school at 1:45 p.m. Lunch will be available at the D.C. Everest schools.

TO: Debbie Bradley

FROM: Lois F. Gilliland, Associate Project Director

SUBJECT: National Career Guidance Week

RELEASE: As soon as possible

This week from November 16-22 has been named National Career Guidance Week by the National Vocational Guidance Association. National Career Guidance Week is a major annual event which is designed to actively involve state and local counseling and guidance groups, and focus on the centrality of work in our lives. Its purpose is to enhance public awareness and uses of career guidance services.

The career education project at North Central Technical Institute offers career guidance activities to twenty school districts and also to rural disadvantaged adults. Individualized counseling is provided for the unemployed, underemployed, high school dropout, employed adult who is dissatisfied with his job, and the mid-career adult.

Consultants will help participants with information needed to obtain work, self appraisal, career exploration, educational and training requirements, and current career trends. Programs will be offered to groups upon request. If you would like more information, please call Lois Gilliland at 675-3331, Ext. #210.

TARGET

Volume 11, Issue 14
November 14, 1975

COMING EVENTS

November 17 - Cabinet Meeting, 8:30 a.m., Board Room

18 - Michael Webster, Clarinetist, Concert (Lively Arts Series), John Muir Auditorium, 8:00 p.m.
(Michael Webster will present a short concert at from 9:30 a.m. to 10:00 a.m., in Studio B. Everyone is welcome to attend.)

- RIB 20 Council Meeting, 1:30 p.m., Room 159

18-19 - Evidence Technicians School, 8:00 a.m.-5:00 p.m., Rooms 151-153

19 - Pre-Nursing Exam, 6:30-9:30 p.m., Room 405

19-20 - Marathon Electric Management Meeting

20 - Merrill High School Capstone Printing Class Tours NCTI, 10:00 a.m., Room 401

- NCTI Faculty Wives Meeting, 7:15 p.m.-10:00 p.m., Faculty Lounge

21 - Tax Practitioners Institute, 8:00 a.m.-3:30 p.m., Room 401

- Merrill Lutheran Schools Tour NCTI, 9:20 a.m., Room 189

22 - Meeting of Register of Interpreters for the Deaf, 8:00 a.m.-4:30 p.m., Room 156

27-28 - Thanksgiving Holiday

December 6 - Wisconsin Civil Service Exams, 8:30 a.m., Room 124

- Annual Foster Children Christmas Party Sponsored by the Police Science Club of NCTI

**** NCTI CAREER EDUCATION NEWS ****

Vol. 2, No. 2
October, 1975

Lois Gilliland
Editor

Published monthly through the career education project, North Central Technical Institute
1000 Schofield Avenue, Wausau, Wisconsin 54401

NOTE FROM THE EDITOR

Recently we have completed our yearly initial visit to the twenty school districts which we serve through the career education project. The visits were quite fruitful due to the exchange of ideas which occurred. Comments made by administrators illustrating ways in which we could more effectively serve their school district and community were especially helpful.

The increased enrollment in the adult basic education program, which includes twenty-one Vietnamese refugees studying English as a Second Language, is keeping the career education staff busy with adult career counseling. These adults have been visiting classes at North Central Technical Institute to become more aware of career options available. We certainly appreciate the cooperation of NCTI instructors in this endeavor.

****

DATES TO REMEMBER

October 8 - Meeting of contact persons in Phillips at 2:00 p.m.

October 8 - "Women Today - Changing Roles and Goals" - presented to faculty wives of John Muir Junior High

October 9 - Meeting of contact persons in Wittenberg at 2:00 p.m.

October 15 - Meeting of contact persons at NCTI at 2:00 p.m.

October 16 - Meeting of contact persons in Medford at 2:00 p.m.

October 16, 23, and 30 - Assertiveness Training Workshop at Y.M.C.A. from 10:00-11:15 a.m.

****

NEW INSERVICE IMPLEMENTED

By Kathy Morris

On September 26th, a new approach in teacher inservice was initiated at North Central Technical Institute. Twenty-six teachers from the Stratford school system (grades 7-12) were bused in to participate in a variety of activities geared to expose them to the world of work. The day's activities began with the film, "You Pack Your Own Chute", followed by a tour of North Central Technical Institute. The events of the morning culminated with a panel discussion: Employment Trends: How Schools Can Help the Student in the Decision-Making Process. Members of the panel lending their observations were: Don Abbott, Drott; Pam Fullerton, Job Services; John Cook, Manpower Planning; and Jim Vilendrer, NCTI.

The afternoon was spent touring the Wausau Paper Mills Company at Brokaw. This tour was highly effective in giving the teachers insight into jobs with which they were unfamiliar, or had only read about.

As several other schools have indicated interest in this type of approach, it is hoped that this inservice will serve as the forerunner of many more of its type.

****

"Genius is one percent inspiration and ninety-nine percent perspiration."
Thomas Alva Edison

Cooperation would solve most problems. For instance, freckles would be a nice coat of tan if they'd get together.

****

ADVISORY COMMITTEE MEETING

By Lois Gilliland

Thirteen persons participated in the first quarter career education advisory committee meeting at North Central Technical Institute on September 17. The group was welcomed by Dr. Russell Paulsen who also introduced the new career education consultants. Slides of the Youth Work Experience Workshop were shown and explained by Lois Gilliland.

A group discussion was held on the goals and objectives of the project for the coming year. These included the involvement with adult basic education and English as a Second Language in adult counseling and the new approach to school inservice through the contact person at a monthly meeting.

At this point the group divided. Representatives from Community Action program and Marathon County Social Services discussed various needs and interests with a career education consultant while the group of school representatives discussed inservice, classes for university credit, and plans for the coming year.

****

Y.M.C.A. PROGRAM

By Peggie Mallery

"Women Today- Changing Roles and Goals" was the topic of a program given at the Wausau Y.M.C.A. on Thursday, September 25. Some of the issues touched upon included new choices for women at home and work, stereotypes: myths or facts?, career education and the parents' roles, and some effects of the women's movement. Materials were available dealing with these subjects and many women browsed through these following the talk and filmstrip. The NCTI career education project was explained and our services clarified for the audience.

Most of the women who attend these programs enjoy sharing their feeling and ideas on the subject. The same topic will be the focus for the John Muir Middle School faculty wives in October.

****

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CAREER COUNSELING FOR ADULTS

By Ruth Hase

Presently fifty-nine adults enrolled in adult basic education, English as a Second Language, and an alternative for high school classes at NCTI - Wausau, are receiving counseling through the career education project. Many other adults request career counseling through referrals from community agencies or self referral. Clients come to the counseling sessions with a variety of social histories, and career aspirations. This service is designed for a group that is poorly served by traditional methods.

Planning, preparing for, and finding a career can be a difficult experience. Not only are individual life situations and the demands of the work world constantly changing, but career development itself is a complex process. Unfortunately, most adults try to manage this process on their own because they have little or no access to the kinds of comprehensive career education and counseling services that could help them develop the necessary skills. The situation is especially difficult for adults who spend much of their time at home and therefore have little contact with sources of career related information and assistance.

Most clients express similar needs for the following: 1) A better understanding of their own interests, abilities, values, and goals; 2) Facts about career trends, opportunities, and requirements; 3) Information about the available education and skill training opportunities; 4) Information about sources of help in such related problem areas as financial support, discrimination, child care, and testing; and 5) Help in developing and implementing career plans.

The service is available to anyone interested in career development. If you desire career counseling, or know a person for referral, contact the career education office at 675-3331, Ext. #210.

****

CURRICULUM AND METHODS IN CAREER EDUCATION CLASS

The class, Curriculum and Methods in Career Education, will be offered at your school upon request provided ten teachers are willing to participate. Scheduling is flexible according to the needs of the group. Two graduate credits will be granted from UW-Stout at a total cost of $81.

The course is designed to familiarize the student with the career education movement, its concepts, objectives, techniques, and effects on our society. It will include investigation of ways to incorporate occupational, educational and personal-social information into the school curriculum (K-12); preview and/or development of career education materials; investigation of programs of community involvement in career education; and the definition of individual roles in career education.

The class is geared to meet the needs of each educator. Each participant will develop a unit or materials which can be used in the classroom. If you wish more information, call Lois Gilliland at 675-3331, Ext. #210.

****

GROWING OPPORTUNITIES

Careers in agribusiness and marine science offer exciting opportunities in a wide variety of jobs, including research and development, production, processing, marketing, storage, and distribution. For those interested in helping to fill the world's empty food bowls, the challenge is immense and rewarding.

Quote from: Career World, Vol. 4, No. 1 September, 1975.

****

SCHOOLS VISITED

By John Brasch

During the past three weeks, superintendents and contact persons at Park Falls, Phillips, Prentice, Rib Lake, Medford, Abbotsford, Colby, Antigo, White Lake, and Merrill have been visited by this consultant.

The implementation of career education in the elementary, junior high school, and senior high schools was discussed with the various contact personnel in their respective schools. Many schools have already expressed a desire for materials. Therefore, a master calender is being prepared so that all schools can be given equal opportunity to use all materials available.

The career education staff at NCTI would like to thank the administrations of the schools involved for their positive attitudes and cooperation shown.

****

CLUSTER MEETINGS FOR SCHOOLS

By Lois Gilliland

Recently administrators from the ca[illegible] education project school districts [illegible] requested to send one or more contact persons to a monthly meeting. Each session will include representatives from three or more districts chosen because of geographic location. The first meeting will be used as a planning meeting for the remainder of the year's activities. Later agendas will cover such subjects as field trips, curriculum infusion, media usage, articulation, career exploration, inservice and use of resource persons. Other areas will be reviewed as requested by participants in the group.

Through this arrangement the contact person will be able to act as a liason between project consultants and school personnel. With this plan, it is hoped that consultant time will be used more efficiently while offering appropriate services to meet the needs of each district.

****

School
Career Education
Adults
The Community

CAREER EDUCATION PROJECT
North Central Technical Institute
1000 Schofield Avenue
Wausau, WI. 54401

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Project Director – Russell Paulsen
Associate Project
Director – Lois Gilliland
Career Education Consultants –
John Brasch Ruth Hase
Peg Mallery Kathy Morris

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**** NCTI CAREER EDUCATION NEWS ****

Vol. 2, No. 3
November, 1975

Lois Gilliland
Editor

Published monthly through the career education project, North Central Technical Institute
1000 Schofield Avenue, Wausau, Wisconsin 54401

NOTE FROM THE EDITOR

Occasionally we find when visiting a school district or adult service agency, that everyone is not aware of the services which are offered through the career education project. Listed below are some of the ways that career education consultants can assist you.

Services offered to schools:
- Teachers' inservice (workshops, classes, etc.)
- Coordination of field trips and resource persons
- Classroom demonstrations
- Coordination of teachers' meetings for idea exchange
- Bringing and recommending materials
- Assisting in curriculum writing
- Individual assistance
- Career exploration workshops
- Articulation activities
- Displays or career meetings for parents

Services offered to rural disadvantaged adults:
- Individual counseling
- Small group counseling and meetings
- Career exploration field trips and workshops
- Interest tests
- Tours of NCTI
- Referral to other agencies for help
- Large group programs
- Joint programs with social service and community agencies.

The above listing is somewhat general. If you would like more specific information or a unique type of assistance, please call Lois Gilliland at 675-3331, Ext. 210.

****

NATIONAL CAREER GUIDANCE WEEK

NOVEMBER 16 - 22, 1975

EDGAR TEACHER INSERVICE

By Kathy Morris

Thursday, October 30, 1975, Edgar Public Schools held a teacher inservice devoted to the subject of curriculum planning. The career education staff attended this inservice on a consultant basis. The major thrust of the curriculum planning was to provide for scope, sequence, short and long range planning, and evaluation in each specific area of instruction. In order to promote a greater exchange of ideas, teachers broke into small subject matter groups consisting of teachers from grades K-12, with K-5 teachers having the option to choose the subject area in which they wanted to work. Consultants were invited to join these small groups and to infuse suggestions for career education implementation wherever possible. The consultants felt that this was highly beneficial for all involved, and particularly felt that this approach gave them a better insight into the philosophy and goals of the Edgar Public Schools, which allows them to work more effectively with the teachers.

****

COLBY

By John Brasch

An administrative meeting was held recently at Colby High School. Present were the superintendent, elementary supervisor, high school principals, guidance personnel, and two career education consultants. Plans for implementation and services available from the North Central Technical Institute career education project were presented as a part of the regular monthly session. The administrators agreed to have the district involved as a pilot program. The junior and senior high school and Unity Elementary school will be used as pilot schools. We here at North Central Technical Institute are looking forward to having an opportunity to provide the Colby school system with our services.

****

EAU CLAIRE TOUR

By John Brasch

Recently I made a trip to the city of Eau Claire to visit the public school system. Of course, I had a particular interest in the implementation of career education into their curriculum. To say the least, it was a very enriching day. I was treated very courteously, and everyone was very helpful.

Mr. C. Stanford, Administrative Assistant, met me at the Board of Education building. After a short update and phone call by him, I was off to Central Junior High School. There I met the principal, Mr. Michealson, who explained how their mini-course system works along with its good and bad points. At Central Junior High School, I was introduced to Mr. L. Bennett, guidance counselor. Our discussion was mainly one of whether there was general student and instructor acceptance of the mini-program.

There seemed to be a positive feeling among nearly all instructors,and of course the students think its great. The one drawback seems to be scheduling,which is very tricky even though they are on a modular system.

Mr. Bennett introduced me to Mr. Bates, who is a political science instructor. Presently he has incorporated into his class a three-week career education unit. He will be doing this in December. He also uses a packet system (about three weeks per packet) with his students along with their regular class work. These packets are not used in any way for grades, which saves the instructor extra work. I found everything very organized and professional and would recommend a visit to the Eau Claire Public Schools to all those interested in implementing career education into their curriculum.

****

A fault recognized is half corrected.

***

There is nothing so easy but that it becomes difficult when you do it with reluctance.

***

ADMINISTRATORS WORKSHOP

A questionnaire pertaining to a career education workshop has been sent to administrators of the twenty school districts involved with the career education project. Administrators were requested to indicate their choice of activities, location, and date for the session. Results will be compiled so that participants will have direct input into planning the meeting.

The session will consist of a one day meeting to be held in early December. The purpose of the workshop will be to demonstrate to participants ways in which they can promote and implement career education within their district as a part of the regular curriculum on a limited budget.

****

FUTURE ACTIVITIES

Nov. 3 - Career Education display in Merrill at faculty meeting at 3:00 p.m.

Nov. 4 - Talk for elementary teachers in Colby at 3:00 p.m.

Nov. 5 - Contact meeting at Phillips at 2:00 p.m. (includes Park Falls and Prentice)

Nov. 6 - Presentation and display for ninth graders at Park Falls from 9:00 a.m. to 3:00 p.m.

Nov. 11- Contact meeting at Medford (includes Rib Lake, Athens, Abbotsford) at 2:00 p.m.

Nov. 13- Contact meeting at Wittenberg at 2:00 p.m. (includes Antigo, White Lake, Bowler & Rosholt)

Nov. 12- Contact meeting at NCTI at 1:30 p.m. (includes D.C.Everest Marathon and Mosinee)

Nov. 21- Tour of North Central Technical Institute at 9:00 a.m. by the Trinity Lutheran School in Merrill.

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PILOT SCHOOLS

By Lois Gilliland

In order to determine the impact of career education with students in the public schools, a revised evaluation plan has been devised by project staff and third party evaluators. To get a more accurate measurement of the effect of career education activities, it was agreed that more comprehensive attention to certain students was necessary. It was decided that four school districts should be used for this more specific evaluation.

Through the assistance of the third party evaluation team the following districts were chosen as pilot schools to be evaluated in grades 3, 6, 9, and 12: Edgar, Merrill, Colby and Stratford Public Schools. Consultants will visit these districts approximately one day per week to assist teachers. A variety of services will be offered according to the needs and requests of the teachers. These services are also available upon request to all of the school districts within the project.

A pre-test and a post-test will be administered to students in one elementary school and to one-half of the students in the ninth and twelfth grades in each of these districts. The Career Education Cognitive Questionnaire K-3 and 4-6 from the University of Minnesota and Self-Observation Scales, Primary and Intermediate Level from National Testing Service, Incorporated will be used with elementary students. The Assessment of Career Development from Houghton-Mifflin Company will be used with high school students.

Results will be sent to testing centers for computation. These results will indicate growth of students, career areas which need more stress, success of specific activities, and overall impact of the complete program.

****

It is not in doing what you like,
but in liking what you do that is
the secret of happiness.
James Barrie

HIGH SCHOOL STUDENTS AT NCTI AND CAREER DEVELOPMENT

By Ruth Hase

(Editor's Note: Ms. Hase is current doing career counseling with 14 high school students attending NCTI as a part of an alternative educational program contracted through the Wausau Public Schools.)

Many students want to know: "Must everything be planned?" "Why can't things just happen?" "Why do you have to plan a career?" "Why can't you do your own thing?" Through career education activities at NCTI, students are gaining more insight with respect to these problems.

Exploration, understanding, and action are the ingredients of a lifelong living and learning process, which is what career education is all about. The purpose of career education is to equip students with the skills they need in choosing a career for themselves.

Students at North Central Technical Institute are learning about career alternatives available to them. This process involves finding different sources of career information; exploring required activities of their occupational choice; acquiring functional information and relevant values for choosing occupations. As a result, the students will be able to make more systematic and quantifiable career choices. This career development gives impetus to their achievement as students, as employees, and above all, as human beings.

The goal for the program at North Central Technical Institute at present is exploration - to get these students to explore themselves in the areas of their concern. To facilitate the students' development opportunity is provided to explore the programs at NCTI, to take field trips to area industries, to hear speakers in various careers, and to seek information through a variety of audio-visual resources.

****

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Peg Mallery
Kathy Morris

"The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred."

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**** NCTI CAREER EDUCATION NEWS ****

Vol. 2, No. 4
December, 1975

Lois Gilliland
Editor

Published monthly through the career education project, North Central Technical Institute
1000 Schofield Avenue, Wausau, Wisconsin 54401

NOTE FROM THE EDITOR

During the first semester much of the emphasis in adult counseling has been on individual counseling with adult basic education students, Vietnamese in the English as a Second Language class, and students in the alternative to high school class on the NCTI-Wausau campus. Approximately 75 of these students have received career counseling and assistance from project staff.

Presently we are planning for the adult career activities for second semester. One of the options which we are considering is a career exploration workshop for adults. The format for the meeting would be similar to the workshop which was held for Y.W.E. youth (article in this edition). However, the meeting will last for only one day.

Adults would be given the opportunity for hands-on exploration of several occupational areas. An interest test will be administered as appropriate to the needs of participants. There will be no charge for the sessions.

We would appreciate comments or suggestions relating to this type of workshop for adults. It is important that we determine interest in the project before doing extensive planning. If you know of persons who would benefit from such a workshop, please contact Lois Gilliland, at 675-3331, Ext. #210.

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May the magic
of Christmas
last all year!

CAREER COUNSELING THE VIETNAMESE AT NCTI

By Ruth Hase

There are presently thirty Vietnamese refugees enrolled in English as a Second Language class receiving career counseling services at NCTI through the career education project. A large number of these Vietnamese speak some English. Several, however, speak almost no English. (Their own language is tonal using levels of pitch to make distinctions in meaning.)

Many of the Vietnamese here are well educated and had status in their homeland; some were wealthy. The Vietnamese have been uprooted from places where they had family ties dating back hundreds, in some cases, thousands of years. They are now anxious and upset. Many have been separated from family members. The majority of the refugees identify themselves as Buddists. Their culture places a high premium on disciplined acceptance of things as they are. Complaints are rarely heard. They are used to a monsoon climate with rather consistant average temperatures of 77-86.

Attempts are being made to help the refugees get placed on jobs or post-secondary education drawing on their experiences in Vietnam. A few have been placed in various jobs, and employment is being sought for others in the Wausau area. Several Vietnamese are presently being evaluated and counseled for entry into programs at NCTI or UW-Marathon Center. Few have school records or credentials of any kind with them. All need financial aid to enable them to pursue schooling. Some economic classes have been organized for the women (and men) to help them with basic food, clothing, and child care problems. There is a need for volunteer services.

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TOUR OF NCTI

By Kathy Morris

As the introductory step to a classroom unit on career exploration, 29 eighth graders from Trinity Lutheran School in Merrill were bused into North Central Technical Institute on Friday, Nov. 21. The morning's activities began in the TV studio with a slide presentation that informed the students about the various program offered here at NCTI. This was followed by a brief question and answer period conducted by Jim Hanson of Student Services.

The group was then divided into three sections and each went with a consultant for a tour of the building. This activity was particularly beneficial, as the curiosity of the students produced many questions about this institution and careers in general. Very few of these students were aware that NCTI is as large as it is and that such a variety of programs are offered. Hopefully, many more students of this age group will have the opportunity to participate in similar activities, as this is a crucial age with respect to formulating ideas about various occupations.

****

PRESENTATIONS & DISPLAY AT PARK FALLS HIGH SCHOOL

By John Brasch

On November 6, a classroom presentation and a display of North Central Technical Institute's course selection, as well as, career education materials were presented by Kathy Morris and John Brasch in the Lincoln High School at Park Falls.

The classroom segment was presented to the Frosh English classes. The presentation was a value clarification of certain careers and a film entitled, "Where the Action Is". Both seemed to be well accepted by the students. The library display was also accepted as there were many inquiries by students throughout the day. All in all, it was an enjoyable day, and the staff look forward to future presentations. If any district schools would desire a similar program, please feel free to write or call, as it would be our pleasure to provide one.

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DATES IN DECEMBER

Administrators' Workshop, Holiday Inn, December 3 from 9:30 a.m.-3:00 p.m.

Tour of Lincoln Boys School by Merrill Jefferson School on Wednesday, Dec. 3 at 2:45 (Coordinated by John Brasch)

NCTI Contact Meeting (Includes Marathon, D.C.Everest, and Mosinee) Wednesday, December 10 at 1:30 p.m. in Room 163.

Tour in Wausau of WSAU, Wausau Daily Herald, and General Telephone by Unity School in Colby, on Friday, December 12 at 9:30 a.m. (Coordinated by John Brasch)

Consultant visit to schools December 1 through December 19 (alternative to contact meetings for December)

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NEW FILMS AND FILMSTRIPS

F/500	I Want to Work for Your Company
F/501	Person to Person, Making Communications Work for You. (Films-Upper Elementary-Adult) Hollywood: Sandler Institutional Films, 1975.
Fs/S 022	Career Values: What Really Matters to You?
Fs/S 023	Careers and Life Styles - Part I
Fs/S 024	Careers and Life Styles - Part II
Fs/S 025	Job Attitudes: Liking Your Job and Your Life.
Fs/S 026	The Changing Work Ethic.

Pleasantville: Guidance Associates (Filmstrips-High School-Adult) 1974.

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WORKSHOP FOLLOW-UP

by Peggie Mallery

Last June 150 high school students in the Youth Experience program participated in a Career Exploration workshop held at North Central Technical Institute. During the three-day workshop, students explored a variety of career areas through various media and "hands-on" activities. The career education project staff at North Central Technical Institute was pleased that the results of student evaluations showed positive feelings on the part of the students toward their experiences here.

A follow-up survey with a random sample of 50 students is now being conducted. This follow-up is being done to facilitate students' career planning and to collect information to influence future workshop plans. In previous follow-up surveys, it was found that students did remember specific career-related experiences at the workshop and held positive attitudes about their experience as a whole. They became aware of the importance of and need to make realistic career plans.

In addition to the follow-up survey, the project staff hope to conduct more intensive career exploration activities with a few of the students who attended last summer. These activities would be related to specific career areas identified by the students and on an individual basis.

****

LOOKING AHEAD

The job market for welders looks great through the mid-1980's. The federal Labor Department expects "rapid employment increase" due to growth of metal working industries and a wider use of welding. About 27,200 openings are anticipated each year in the next decade. Welding is an occupation more women should consider as work that has flare.

DOWN THE ROAD

The outlook for careers in diesel engine appears good. The occupation is expected to grow at a faster than average rate. The U.S. Labor Department estimates annual job openings will be 4,500.

(From Career World, Nov. 1975)

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CONTACT MEETINGS

By Lois Gilliland

Contact meetings were held in November at Phillips, Medford, North Central Technical Institute, and Wittenberg by Kathy Morris, John Brasch and Lois Gilliland of the Career Education staff. Participants attending the meetings consisted of contact persons from the sixteen contact schools involved with the career education project.

Senior surveys were returned to the consultants. The results of these instruments will be tabulated to determine changes in student career decision-making in the past three years.

Discussion was held concerning the administrators' workshop which will be conducted on December 3rd. Comments were made concerning format and attendance at the meeting.

The UW-Stout Curriculum and Methods in Career Education class has been publicized in most of the school districts. Districts which have displayed most interest in the course are Phillips, Wittenberg, and D. C. Everest.

Several people requested materials to be used at the schools. These materials will be delivered to them at the next contact meeting.

A format for the January meeting was adopted. Most of the contact persons felt that they would like to bring representatives from their schools to hold an idea exchange. The Wittenberg cluster of schools chose to emphasize elementary school activities. The Phillips group decided information on placement would be an appropriate topic.

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The trouble with being a leader today is that you can't be sure whether people are following you or chasing you.

****

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School
Career Education
Adults
The Community

CAREER EDUCATION PROJECT
North Central Technical Institute
1000 Schofield Avenue
Wausau, WI. 54401

Project Director – Russell Paulsen
Associate Project Director – Lois Gilliland
Career Education Consultants –
John Brasch
Ruth Hase
Peg Mallery
Kathy Morris

"The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred."

North Central Technical Institute
Career Education Project

CAREER EDUCATION CLASS

TITLE: Curriculum and Methods in Career Education 413-735

CREDIT: Two graduate credits through UW-Stout - Coast $81.00

INSTRUCTORS: Career Education staff at North Central Technical Institute

LOCATION: D. C. Everest High School - Room 120

SCHEDULING: Starts Monday, February 2, at 6:30 P.M. Flexible - weekly class, Friday and Saturday workshop, after school meetings, independent study, inservice, or others as decided by the group.

COURSE DESCRIPTION: This course is designed to familiarize the student with the career education movement - its concepts, objectives, techniques, and effects on our society. It will include investigation of ways to incorporate occupational, educational and personal-social information into the school curriculum (K-12); preview and/or development of career education materials; investigation of programs of community involvement in career education; and the definition of individual roles in career education.

CHOICE OF ONE OR MORE ACTIVITIES:

Development of a unit, plan, materials or games to use career education in the classroom.

Development of a district-wide or school plan of implementation.

Development of a program to publicize and make board of education, administrators, and teachers aware of the career education movement.

Reading and writing a critique or giving an oral report on one additional book or periodical articles on career education.

Others as requested.

PRESENTATIONS OFFERED TO THE CLASS:

Presentation by experts on career education

Optional student reports

Demonstration and reviewing of current audio-visual and printed career education materials including numerous handout materials.

Demonstration of exercises for classroom use in career education.

If you plan to take the class, please return this form to:

Roger Bauer, Director of Curriculum
1416 Grand Avenue
Schofield, WI 54476

Name ______________________________ Address ______________________________

Telephone ______________________ Subject taught ______________________________

NVGA Newsletter

NATIONAL VOCATIONAL GUIDANCE ASSOCIATION

A DIVISION OF THE AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION . 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009

Juliet Miller, Editor **Volume XV, No. 1** **September 1975**

& Committees Commissions

Keep Informed And Get Involved

MID-LIFE CAREERS PROGRAMS

Starting with this issue of the *Newsletter*, the NVGA Commission on Mid-Life Careers is presenting an ongoing column on, "Mid-Life Career Programs." This column is intended to share information about current programs. A wide variety of programs are underway throughout the country to help adults find new educational and vocational paths in their middle and older years. A combination of social and economic factors, such as the lengthened life-span, early retirement, the womens' movement, technological change, the energy crisis and recent unemployment, have encouraged institutions and individuals to develop new strategies to meet adult career needs. Some of the programs which have been communicated to the Commission to date include the following.

Lawrence Livermore Laboratory of the University of California has developed a career planning and guidance process to help employees plan for future changes in their career fields. The program includes career planning and guidance workshops, counseling, interest testing and self-help through use of a career planning manual.

Mid-South Career Development Center in Nashville, Tennessee, has established a program for individuals to examine their whole life as it relates to occupational planning and development. An ecumenical church related occupational guidance and consulting service, the Center helps those considering leaving pastoral ministries, those contemplating entering a church-related profession, and those who seek guidance in establishing meaningful career goals.

Wholeperson, a personal assessment and career guidance program, has been established in Seattle, Washington. The program has been working with families and individuals to help them establish new life-style patterns which may incorporate career changes.

The **Career Education Project,** a telephone counseling service for home-based adults in Providence, Rhode Island, has established a series of five manuals which are designed to help those who are operating or building an adult career counseling center. The manuals give step-by-step guidelines for developing outreach, counseling, research and evaluation, and resource center functions.

North Central Technical Institute in Warsaw, Wisconsin, provides career education programs for adults in rural areas. The emphasis is on offering career exploration, self-appraisal and informational services. An important target group is those who are at mid-career points in their lives.

If you have materials about a mid-career counseling program which you would like to share with others or would like more information on programs described in this column, please contact: **Alan D. Entine, Assistant Academic Vice President, State University of New York at Stony Brook, Humanities Building, Room 111, Stony Brook, New York 11794.**

AMERICAN INSTITUTES FOR RESEARCH
IN THE BEHAVIORAL SCIENCES
P.O. Box 1113, 1791 Arastradero Rd., Palo Alto, Ca. 94302 ● 415/493-3550

December 3, 19[illegible]5

Lois F. Gilliland, Associate Project Director
North Central Technical Institute
1000 Schofield Avenue
Wausau, Wisconsin 54401

Dear Ms. Gilliland:

Approximately one year ago, you provided the American Institutes for Research (AIR) with information on your career planning and development program for adults. With support from the U.S. Office of Education, AIR conducted a national survey of Adult Counseling programs and is now in the process of developing a catalog of approximately the one hundred most promising approaches. This catalog will be disseminated nationally. We are pleased to inform you that we would very much like to include a description of your program in the catalog.

Enclosed you will find a Xerox copy of the description we have written on your program. This is only a draft and we would appreciate your reading the description and making any changes which you feel are necessary. We want to make certain that we accurately reflect your program so please feel free to edit, make deletions or additions, etc.

Please return the copy with your changes on it as soon as possible so that we may proceed with the catalog production. We were very impressed with your program and hope that you will be pleased to have it included in the catalog.

Sincerely,

Laurie Harrison Ganschow
Associate Research Scientist

Enclosure

P.S. A bit of information we would like to include in the description of your program would be any evaluation data you may now have as regards your program.

The catalog is scheduled to go to print shortly. Your prompt response to this request will be greatly appreciated and will insure that your program is included in the catalog. Thank you again for all your help.

An Equal Opportunity Employer

UNIVERSITY OF MARYLAND
COLLEGE OF EDUCATION
COLLEGE PARK 20742
TELEPHONE: (301) 454-2027

COUNSELING AND PERSONNEL SERVICES

November 26, 1975

Ms. Lois F. Gilliland
Career Education Project
North Central Technical
Institute
1000 Schofield Ave.
Wausau, WI 54401

Dear Ms. Gilliland:

I want to express my personal appreciation to you for your participation in our telephone interviewing and your helpfulness in sharing with me your knowledge and experiences in the area of counseling adults. I am confident that the data we collected in this way will contribute significantly to the development of the training module for counselors in this area.

The field test for the project will be conducted in the fall of 1976 and the final materials will be compiled by December 1976.

If you are interested in the results of the project, you can contact Dr. Nancy K. Schlossberg, Department of Counseling and Personnel Services, University of Maryland or Mr. Niel Carey, Maryland State Department of Education after that date.

Again, thanks for your help.

Sincerely,

Carole W. Minor

Carole W. Minor
Faculty Research Assistant

CWM:bg

Career Education for Persons in Rural Areas

North Central Technical Institute
1000 Schofield Avenue
Wausaw, Wisconsin 54401

PROGRAM GOALS Entry or reentry into the job market; Job-getting and job-maintenance skills; Career decision-making.

PROGRAM SIZE AND TARGET POPULATION This program is aimed at and serves 3,000 to 5,000 individuals a year, about 50% of whom live in rural areas. Forty percent of the participants are men, 60% are women, and virtually all are white. Three-fourths come from families in the low-income range with the remainder coming from the middle-income range. Persons who are unemployed or under-employed, mid-career persons, women, high school dropouts, or parents come to group sessions or seek indiviudal counseling on the basis of brochures, handouts, a monthly newsletter, a community outreach program, and a media and publicity campaign.

YEAR STARTED The program was started in 1973 as a federally-funded career education project of North Central Technical Institute.

STAFF The program staff consists of a Project Director, an Associate Project Director, and four Career Education Consultants. Staff duties and responsibilities include keeping abreast of current career information and materials, community programs and resource persons; performing publicity and public relations work; organizing and conducting programs, workshops and seminars; preparing program materials; and conducting indiviudal and group counseling.

FACILITIES, MATERIALS, EQUIPMENT The program works out of the North Central Technical Institute, but many of its programs and group activities take place in and through community and service agencies. Its community outreach programs utilizes schools and libraries in an attempt to reach rural citizens. Materials utilized include commercially available written materials, films, filmstrips, vocational interest tests, and career information. A variety of staff-prepared and compiled materials provide career planning and placement information, educational benefit and financial aid information, and an area resources guide. Materials are primarily geared toward teachers, adults over 16, and women.

MAJOR FEATURES The program features career education counseling to a broad range of adults. The program offers individual, small and large group counseling, and small and large group programs featuring films, panel discussions, and demonstrations in an attempt to meet the different needs of a wide variety of adults. Other services provided to adults besides counseling include information about educational and occupational opportunities; career exploration workshops and materials; self-appraisal in the form of counseling and testing; few materials relating to job opportunities and educational and training requirements; financial aid and Veterans' benefits information; and GED classes, testing and diplomas. A special program for women explores new career options for women and teaches job-getting and maintenance skills through large group programs, individual counseling, and small informal discussion groups.

The program also offers services to teachers of grades K through 12. Services include inservice training meetings and workshops, classroom demonstrations, curriculum materials and activities, individual meetings, assistance with career education program development, and an area resources guide.

In its attempt to convey career development information to adults in rural areas, especially those in the lower-income bracket, the program features constant and wide publicity including newspaper articles, flyers, a monthly newsletter, radio announcements, and radio talk shows appearances by the program staff. The staff also works closely with community service organizations and schools both in determining needs and reaching potential clients.

EVALUATION

While a formal evaluation has not been conducted at this time, the program staff feels from the advancement of many of their clients that the program is a success, particularly since it is difficult to reach adults in rural areas.

NORTHEAST TECHNICAL COMMUNITY COLLEGE
PHONE (402) 371-2020 801 E. BENJAMIN AVENUE NORFOLK, NEBRASKA 68701

November 5, 1975

North Central Technical Institute
1000 Schofield Avenue
Wausau, WI 54401

Dear Sir:

Having seen an article in the September, 1975, NVGA "Newsletter" about your adult career education programs for adults in rural areas, I became interested and would like to have some more detailed information.

Please send whatever information you feel necessary to better understand and evaluate your program for possible adoption.

Thank you in advance. Have a nice day!

Yours truly,

Freeman E. Walz

Freeman E. Walz
Assistant Dean of Student Services

North Central Technical Institute
Career Education Project

TO: Career Educators

FROM: Lois Gilliland, Associate Project Director

SUBJECT: Addendum to Career Education Revised Bibliography

DATE: December 10, 1975

The enclosed list of materials have recently been added to the career education resource center at North Central Technical Institute. These materials are available to public and and parochial schools or community agency personnel on a loan basis.

This listing is an addition to the Revised Bibliography distributed by the career education project. If you have questions about materials or wish a copy of the complete bibliography, please call the career education office at 675-3331, Ext. #210. We hope these materials will prove useful to you.

B/I 730	Norton, Joseph L. *On the Job* (Informational) Chicago: J. G. Ferguson Publishing Company, 1970.

BIBLIOGRAPHIES:

Bi 811	Business and Professional Women's Foundation. *Career Counseling: New Perspectives for Women and Girls* (Bibliography) Washington, DC: Business and Professional Women's Foundation, 1972.
Bi 810	Spiegel, Jeanne. *A Selected Annotated Bibliography, Sex Role Concepts* (Bibliography) Washington, DC: Business and Professional Women's Foundations, 1974.

EXERCISE BOOKS:

E/HS 504 c. 1 & 2	Carkuff, Robert R. and Ted Friel. *How Who Develops His Career* (Exercise Book) Amherst, Massachusetts: Human Resource Development Press, 1973.
E/HS 505 c. 1 & 2	Carkuff, Robert R. and Ted Friel. *How Who Finds His First Job* (Exercise Book) Amherst, Massachusetts: Human Resource Development Press, 1973.
E/HS 503	Gelatt, H.B., Barbara Vorenhorst, and Richard Carey. *Deciding: A Leader's Guide* (High School) New York: College Entrance Examination Board, 1972.
E/HS 503a	Gelatt, H.B., Barbara Vorenhorst, and Richard Carey. *Deciding* (High School) New York: College Entrance Examination Board, 1972.
E/HS 504	Hooker, Dennis and Almont Flemming. *Me and Jobs* (High School) New York: Educational Design, Inc., 1974.
E/HS 505	Kahn, Charles H., Robert Tong, and Wing Jew. *Going Places With Your Personality, A Guide to Successful Living*. (Exercise Book) Belmont, CA., Lear Liegten, Inc./Fearon Publishers, 1971
E/HS 506	Kenneke, Larry J. *Career Development Activities, Classroom and Laboratory Experiences* (Grade 9-12) Kansas City: Howard W. Sams and Company, Inc., 1973.
E/HS 506a	Kenneke, Larry J. *Career Development Activities, Classroom and Laboratory Experiences* (Instructor's Guide) Kansas City: Howard W. Sams and Company, Inc., 1973.

FILMS:

F/500	*I Want to Work for Your Company* (Upper Elementary-adult) Hollywood: Sandler Institutional Films, 1975
F/501	*Person to Person, Making Communications Work For You* (Upper Elem. Adult) Hollywood: Sandler Institutional Films, 1975.

FILMSTRIPS:

Fs/S 022	Career Values: What Really Matters to You? Pleasantville: Guidance Associates (High School-Adults) 1974.
Fs/S 023	Careers and Life Styles - Part I-Pleasantville: Guidance Associates, (High School-Adults) 1974.
Fs/S 024	Careers and Life Styles - Part II-Pleasantville: Guidance Associates (High School-Adult) 1974
Fs/S 025	Job Attitudes: Liking Your Job and Your Life. Pleasantville: Guidance Associates (High School-Adults) 1974
Fs/S 026	The Changing Work Ethic. Pleasantville: Guidance Associates (High School-Adult) 1974

TEACHER'S GUIDES AND UNITS:

Gu/E 436	Nixon, Bert W., Director. Career Education Units, Grades K-3 (Teacher's Guide) Blackfoot, Idaho: Brigham County Developmental Career Education; n.d.
Gu/E 537	Nixon, Bert W., Director. Career Education Units, Grades 4-6 (Teacher's Guide) Blackfoot, Idaho: Brigham County Developmental Career Education; n.d.
Gu/G 442	Nixon, Bert W., Director. Career Education Units, Grades 7-12 (Teacher's Guide) Blackfoot, Idaho: Brigham County Developmental Career Education; n.d.
Gu/G 443	Michigan Department of Education. A Reference Guide, Goals and Performance Indicators. Lansing : Michigan Department of Education; 1974.
Gu/G 444	Paulson, Wayne. Deciding for Myself: A Values Clarification Series (Leader's Guide) Minneaplois: Winston Press, Inc., 1974.
Gu/G 444a	Paulson, Wayne. Deciding for Myself: Set A: Clarifying My Values; Set B: My Everyday Choice; and Set C: Where Do I Stand? (Units) Minneapolis: Winston Press, Inc., 1974
Gu/PH 483	Workshop Participants--Career Education Project Sample Material. (P.H.) Eau Claire, Wisconsin; District One Technical Institute, 1973

KITS:

K/115	Edits. California Occupational Preferences Systems (Manual, Inventory, Information Sheet, Profile and Guide, 14 Posters, Occupational Cluster Booklets) San Diego: Educational and Industrial Testing Service, 1975.

PROFESSIONAL READING:

P/PR 762	Crystal, John C. and Richard N. Bolks. Where Do I Go From Here With My Life? (Professional Reading) New York: The Seabury Press, 1974.
P/PR 771	Epie. Analysis of Seven Hundred Prescreened Materials. (Professional Reading) New York: Epie Institute, 1975.
P/PR 770	Epie. How to Select and Evaluate Instructional Materials. (Professional Reading) New York: Epie Institute, 1975.
P/PR 768	Journal of Research and Development in Education. Career Education (Periodical) Athens: University of Georgia, 1974.
P/PR 769	New Vocation Project. Working Loose. (Professional Reading) San Francisco: American Friends Service Committee, 1971
P/PR 763	Olson, LaVerne A. A Study of Elementary and Secondary Career Education in Lincoln County. (Professional Reading) Huntington, West Virginia: Marshall University, 1974.
P/PR 760	Peter, Lawrence J. and Raymond Hull. The Peter Principle. (Professional Reading) New York: William Morrow, Inc., 1969.
P/PR 759	Reuchert, Richard. Self-Awareness Through Group Dynamics. (Professional Reading) Dayton: Pflaum/Standard, 1970.
P/PR 756	Robert, E. Alberti, Ph.D., and Michael L. Emmons, Ph.D., Your Perfect Right, A Guide to Assertive Behavior. (Professional Reading) San Luis Obispo, CA: Impact, 1974.
P/PR 765	Rothney, John Wm. Methods of Studying the Individual Child: The Psychological Case Study (Professional Reading)Lexington, Massachusetts: Xerox College Publishing, 1968.
P/PR 761	Simon, Sidney B., and Robert C. Hawley, David D. Britton. Values Clarification Through Writing, Composition for Personal Growth. (Professional Reading) New York: Hart Publishing Company, inc., 1973.
P/PR 764	Strom, Robert D. Values and Human Development (Professional Reading) Columbus: Charles E. Merrill Publishing Company, 1973.
P/PR 767	Strong, Merle E. An Assesment of Wisconsin Vocations and Technical Education Program. (Professional Reading) Madison: University of Wisconsin, 1970.
P/PR 766	Warren, Virginia B. The Second Treasury of Techniques for Teaching Adults. (Professional Reading) Washington, DC: National Association for Public Continuing and Adult Education, 1970.

P/A 605	Nelson, Jack L. Introduction to Value Inquiry, A Student Process Book. (Adult) Rochelle Park: Hayden Book Company, Inc., 1974.
P/A 604	Warren, Virginia B. How Adults Can Learn More Faster, A Practical Handbook for Adult Students. (Adult) Washington, DC: The National Association for Public Continuing and Adult Education, 1961.

INFORMATIONAL OR REFERENCE BOOKS:

P/I 673	Carkuff, Robert R. The Art of Problem Solving. (Informational) Amherst, Massachusetts: Human Resource Development Press, 1975.
P/I 674	Information Services, Inc. Careerism, How to Select a Successful Career. (Informational) Rochester, New York: Information Services, Inc., 1971.
P/I 672	Malnig, Lawrence R. and Sandra L. Morrow. What Can I Do With a Major In....? (Informational) Jersey City: Saint Peter's College Press, 1975.
P/I 671	Stone, David. Viewing Your Career. (Informational) West Haven: Pendulem Press, Inc., 1973.

PAPERBACK BOOKS:

P/G 800	Communication and Media Careers (Comic Book) New York: King Features, 1972.
P/G 801	Construction Careers (Comic Book) New York: King Features, 1973.
P/G 802	Consumer and Homemaking Careers (Comic Book) New York: King Features, 1973.
P/G 803	Environmental Careers (Comic Book) New York: King Features, 1972.
P/G 804	Health Careers (Comic Book) New York: King Features, 1972.
P/G 805	Hospitality and Recreation Careers (Comic Book) New York: King Features, 1972.
P/G 806	Manufacturing Careers (Comic Book) New York: King Features, 1973.
P/G 807	Marine Science Careers (Comic Book) New York: King Features, 1973.
P/G 808	Personal Service Careers (Comic Book) New York: King Features, 1973.

P/G 809 Public Service Careers (Comic Book) New York: King Features, 1973.

P/G 810 Transportation Careers (Comic Book) New York: King Features, 1973.

PROJECT REPORTS:

R/G 913 District #13 The Dusable Exemplary Project Six Month Extension Program (Report) Chicago: Chicago Public Schools; n.d.

R/G 914 Slavin. Peter. Career Education (Report) Racine: The Johnson Foundation, 1974

SLIDES:

S/402 Career Exploration Workshop With Youth Work Experience. North Central Technical Institute Career Education Project, 1975.

S/403 I Am Woman. North Central Technical Institute Career Education Project, 1975.

SPIRIT MASTERS:

S/M 120 Continental Press, Inc. Helpers in the Community. (Spirit Masters) Elizabethtown: The Continental Press, n.d.

APPENDIX D

STAFF DEVELOPMENT MEETINGS

Business, Industry and Education Day

WPGA Convention

Career Placement - Job and Education Conference

Advisory Committee Meeting - Occupational Knowledge Project

Eau Claire Visitation - Session Report

wausau area chamber of commerce, inc.

Fourth and Scott Streets · Post Office Box 569 · Wausau, Wisconsin 54401 · Phone (715) 845-6231

September 18, 1975

Dear Educator:

Wausau Area Business and Industry welcome you to the 27th Business-Industry-Education Day slated for:

TUESDAY, OCTOBER 14, 1975

PROGRAM

1:00 P.M. Assemble at Wausau West Fieldhouse at 1200 W. Wausau Avenue to meet your host firm.
1:30 P.M. Depart for tours with your hosts to individual firms.
4:30-5:00 P.M. Return to Wausau West
4:30 to 6:30 P.M. Gather at Holiday Inn for social gathering

Representatives of Wausau Area Business and Industry consider B-I-E Day a unique opportunity to tell their story to you. Strengthening the relationship between education and the business community certainly can contribute to the progress of this area.

We will strive to provide a most informative afternoon for you and are looking forward to your participation.

Please complete and return the attached form to your Principal by October 1. Indicate your first, second and third preference...as well as list the firms you have visited the past three years. Some community seminars have been added to accommodate those of you who have visited most of the business firms over the past 27 years.

We look forward to sharing with you what we hope to be an informative afternoon for all.

Sincerely,

Jim Olsen

James Olsen, Chairman
Business-Industry-Education Day
sponsored by Manufacturers Council

Attachment (1)

ACCREDITED

WPGA CONVENTION

Thursday, October 30

REGISTRATION
8:00 - 12:00 Noon

KEYNOTER
11:00 A.M. Ray Monsalvatge
"Uncork Your Hidden Talents".

SECTIONALS
10:00 - 11:00 A.M.
11:15 - 12:15 P.M.
12:30 - 1:30 P.M.
2:00 - 3:00 P.M.
3:15 - 4:15 P.M.

SOCIAL HOUR
6:00 - 7:00 P.M.

BANQUET
7:00 - 9:00 P.M.

Friday, October 31

REGISTRATION
9:00 - 12:00 Noon

SECTIONALS
8:30 - 9:30 A.M.
9:45 -10:45 A.M.
11:00 -12:00 P.M.
1:45 - 2:45 P.M.
3:00 - 4:00 P.M.

LUNCHEONS
12:15 - 1:30 P.M.

SEMINAR PROGRAM TOPICS

Human Development

Behavior Modification

Personal Dynamics

Human Potential

Careers

Education for Employment

Financial Assistance

Elementary Guidance

College Personnel Programs

Counselor Education

Human Rights Programs

Minority Groups

Sex Roles

Certification

Value Clarification

Government Relations

Awareness Activities for Counselors

Peer-to-Peer Counselor Training

School Based Job Placement

**********************************WORKSHOPS***

For the third year, WPGA will offer extended workshops within the conference period. The purpose of the workshops will be to promote professional development, either for personal growth of the participant or to enhance the participant's ability to work with his clients. The meetings will be conducted by experienced experts in the field, and indivisuals attending will have ample opportunity for interaction and concentrated involvement. Because of the added expense for this type of meeting, a $6.00 fee (unless otherwise indicated) will be charged in addition to the registration payment. See the registration from for details. Since the workshops are set up on a first come-first basis, advance registration is desirable.

WISCONSIN BOARD OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION
4802 Sheboygan Avenue - 7th Floor
Madison, Wisconsin 53702

Eugene Lehrmann, State Director

Trade & Industry - Adult Basic Education - Student Services

Coordinators - Administrators - Supervisors
Professional Growth Conference - Sheraton Inn, Madison

CAREER PLACEMENT - JOB AND EDUCATION

AGENDA

October 15, 1975

7:00 - 9:00 p.m.	Early Registration and Group Interaction

October 16, 1975

8:00 - 9:00 a.m.	Registration and Coffee - Expo Room
9:00 a.m.	Introduction Chairperson - Otis Mehlberg
9:15 - 9:45 a.m.	Keynote Speaker - Donald K. Dean Executive Vice President The Associated General Contractors of America Wisconsin Chapter Chairperson - Lorran Celley Recorder - Otis Mehlberg Topic: Career Placement - Job and Education
9:45 - 10:45 a.m.	Panel Presentations Chairperson - Merle Bodine Recorder - Jack O'Connell Presenters Adult Basic Education - Virginia Derber, Moraine Park Student Services - Milton Hillery, Gateway Trade & Industry - William Welch, Western Wisc.
10:45 - 11:00 a.m.	Coffee Break
11:00 - 12:00 Noon	Assigned Groups Group I Chairman - Merlin Maiers Recorder - Frank Gotz Room - Conference Room A Group 2 Chairman - Donald Pritchard Recorder - Richard Lewis Room - Conference Room C

Group 3 Chairman - Clifford Andreoli
Recorder - Rita Boherer
Room - Conference Room D

Group 4 Chairman - Robert Pruse
Recorder - Larry Schoenberger
Room - Expo

Group 5 Chairman - Leo Nevala
Recorder - Duane Stevens
Room - North Ballroom

12:00 - 1:45 p.m. Lunch - Speaker - Dr. James Covey, District Director
Chairperson - Donald Brill
Recorder - Paul Pribyl
Room - South Ballroom

1:45 - 3:00 p.m. Group Reports
Chairperson - Charlotte Martin
Recorder - (Notes from Group Recorders)
Room - Expo

Group 1 - Frank Gotz
Group 2 - Richard Lewis
Group 3 - Rita Boherer
Group 4 - Larry Schoenberger
Group 5 - Duane Stevens

3;00 - 3:15 p.m. Break

3:15 - 4:45 p.m. Adult Basic Education Workshop
Room - Conference Room A

Student Services Workshop
Room - Conference Room C

Trade & Industry Workshop
Room - Conference Room D

6:30 p.m. Dinner - Speaker - William Kidd, Secretary
Dept. of Business Development
Chairperson - Don Beyl
Recorder - Sam Munson
Room - South Ballroom

Friday, October 17, 1975

1st Session

8:00 - 8:45 a.m.

2nd Session

8:45 - 9:30 a.m.

Individual In-Service - 45 minutes (to be repeated)

1. Buckley Amendments - Lorran Celley
   Room - South Ballroom
2. Student Aids - Bruce McConnell
   Room - South Ballroom
3. Tuition - John Bryl
   Room - Expo

	4. State Report Requirements - Franz Backus Room - Conference Room A 5. Admission to Graduation - Cliff Andreoli Room - Conference Room C 6. Master Plan - Doyle Beyl Room - Conference Room D
9:30 - 9:45 a.m.	Coffee Break Room - Expo
9:45 - 12:45 p.m.	Continuation of Workshops Rooms - Same as yesterday (3:15 - 4:45 p.m.)
1:00 p.m.	Lunch - Speaker - Eugene Lehrmann Chairperson - Jack Smythe Recorder - Gordon Christianson Room - Expo

PROJECT OK

Advisory Committee Meeting
Wednesday, November 19
Judicial Room - UW-Stout
9:00 A.M. to Noon

AGENDA

1. Welcome and Gettin Acquainted
2. Program Background

   Goal Program - Jack O'Connell

   Adult Performance Level - Debbi Hellerud

   Occupational Knowledge - Ken Held
3. ABE/Occupational Knowledge Survey Results
4. Group interaction and coffee
5. Swap Shop - Exchange of Ideas
6. Establish dates for future meetings

Time for Vittles

P.S. Luncheon arrangements have been made and hope you can stay.

SESSION REPORT

Eau Claire Public School (Location)
(Session #)
December 16, 1975 (Date)

Career Education classes (Political Science) (Type of Group)
(Attendence)

Objectives and Procedure:

Instructor's Material/Equipment:

Were to observe career education classes held in the Central Junior High School of Eau Claire.

Printed Materials Handed Out:

None

Summary of Session:

As usual the visit at Eau Claire Public School was very informative. Not only did I find Mr. Bates and the staff at Central Junior High cooperative in answering my questions, but they invited me back anytime. I found additional information on a possible film strip project of ours.

John Brasch
(Consultant)

APPENDIX E

DATA COLLECTION AND EVALUATION

Career Exploration Workshop Follow-up

Follow-up Report on the Curriculum and Methods Workshop

Responses to the "Evaluation of 'Medford Area Resources Guide' "

Pre-test and Post-test Results from Career Education Opinionnaires

CAREER EXPLORATION WORKSHOP FOLLOW-UP

By Peggie Mallery

INTRODUCTION

In June, 1975, 150 area high school students in the Youth Work Experience program participated in a Career Exploration workshop held at North Central Technical Institute. During the three-day workshop, students explored a variety of career areas through various media and "hands-on" activities. A follow-up survey with a random sample of 50 students was conducted in November to facilitate students' career planning and gather information for future workshop planning. The results of this survey are found in this report.

TARGET POPULATION DESCRIPTION

Table I represents the distribution of the 50 students surveyed. A total of 16 different schools, public and private, were represented. Counseling staff were contacted in most of the schools to administer the questionnaire. Wausau Area schools received onsight visitation by a career education consultant.

The current status of the 50 students was of interest to the project. Three students had graduated from high school, and of these three, one is enrolled at NCTI and one at UW-MC. Four students had dropped out of school for various reasons, while no information was available on three other students because they had not worked during the summer in the Y.W.E. program. Two students did not complete the survey. A total of 29 students were enrolled in school, attended the career exploration workshop, and responded to the questionnaire. Therefore, the return of workshop data was 58 percent.

TABLE I

Random Sample Distribution

Number of Students	Schools Attending
4	Wausau West High School
8	Wausau East High School
1	John Muir Junior High
2	Mosinee High School
2	D. C. Everest High School
1	Newman High School
5	Marshfield High School
2	Auburndale High School
1	Rosholt High School
2	Pittsville High School
1	Witt.-Birn. High School
1	Amherst High School
7	Stevens Point High School
4	Lincoln High School Wisconsin Rapids
5	West Junior High School Wisconsin Rapids
1	Assumption High School Wisconsin Rapids

SURVEY RESULTS

Students were asked to recall any information they had learned at the workshop and to relate two or three examples. The following table represents the students' answers with respect to the number of examples they related.

TABLE II

Knowledge Obtained at Workshop

	Number of Students
One Example	4
Two Examples	9
Three Examples	9
Total	22

Students were asked to recall the names of the units in which they had participated. Approximately one-half of the students remembered three or four units. This information is represented in the following Table III:

TABLE III

Students' Recall of Units

Number of Units Recalled	Number of Students
Couldn't remember any	2
One unit	1
Two units	3
Three units	7
Four units	7
Five units	4
Six units	4
Seven units	1
Total	29

The perceived benefits of the workshop by students with respect to helping them make post high school plans was the focus of question #2. Twenty students said they knew what they were going to do after high school; four students weren't sure; and five students had no plans. Ten students said the workshop was a help to them in making their future plans, while 13 students felt the workshop was no help to them in their career decision-making. Most of these students did, however, feel the workshop was a good career exploration experience and said they enjoyed it.

The students did not have many "other comments" or suggestions for future workshops. A few students suggested better organization for the registration of people during the first morning. Any other comments that were made reflected a positive feeling about their experiences.

SUMMARY AND CONCLUSIONS:

In this survey, as in a previous follow-up survey, students did remember specific career-related experiences at the workshop and held positive attitudes about their experiences as a whole. They have become aware of the importance of and need to make realistic career plans. They have a greater awareness of NCTI and the programs available for study.

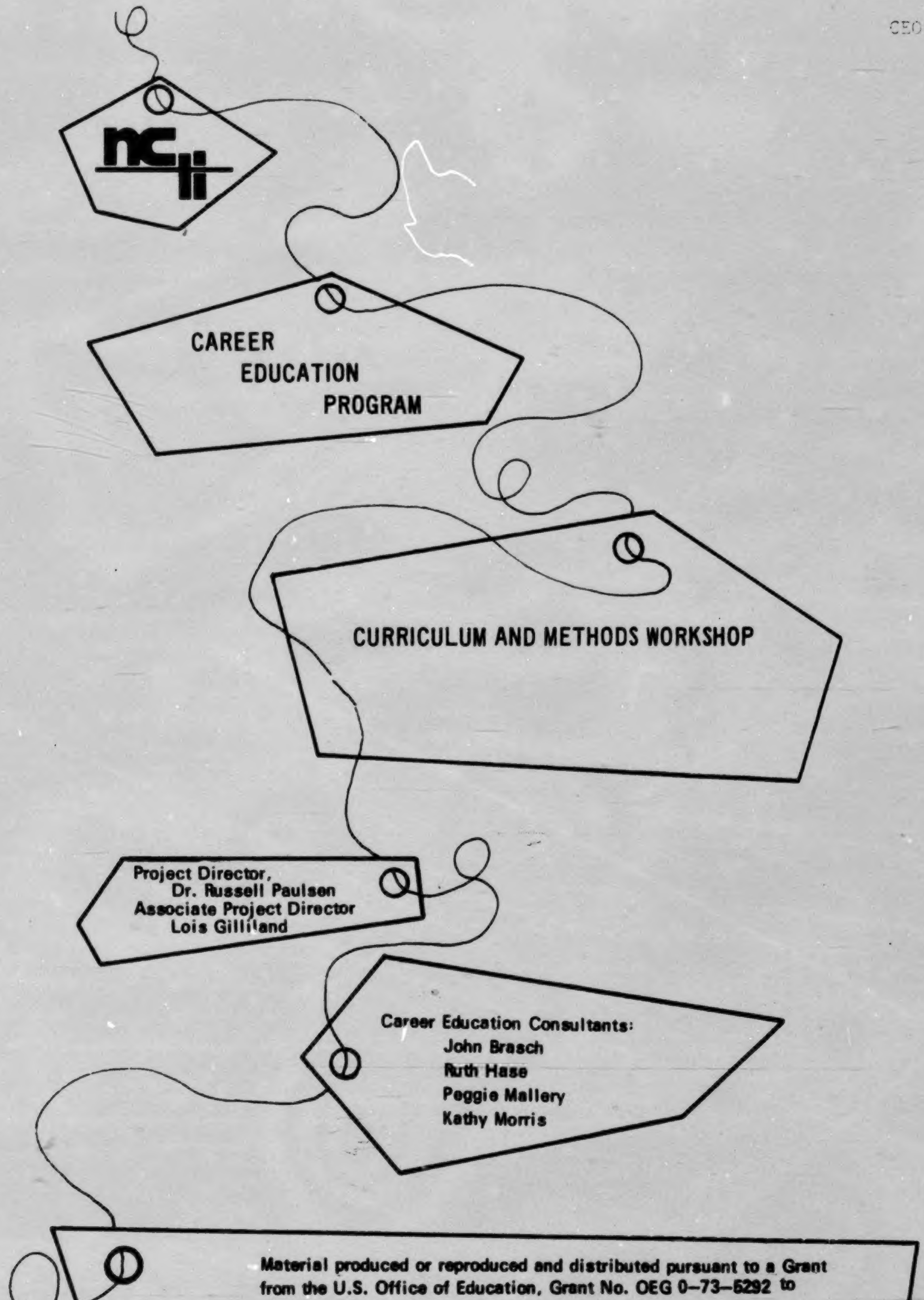
The low percent return of questionnaires due to the previously sighted reasons on page 1 of this report reinforced some ideas that this writer held. Those are that these youth as a group seem less stable in terms of family location and personal/social development, are more often lower achievers, and take less initiative and responsibility than one might expect from youth of their ages.

Registration for the workshop has been disorganized in the past workshops despite efforts on the part of the career education staff to conduct pre-registration. Some of the problem lies with the youth for the same reasons listed above. Staff will continue efforts to co-ordinate and conduct pre-registration. The workshop may be held later in June after the students have been working for a week at their summer jobs. This would facilitate greated coordination with Youth Work Experience supervisors and parents as well as smoother registration.

In all, students, staff, and parents felt the workshop was a valuable experience and presented viable alternatives for post high school years. A third workshop is in the planning stages for next June.

As follow-up to the workshop last June, more exploration activities are being planned for 25 students who participated last summer. These 25 students will be referred by the CESA office and will probably spend a day at North Central Technical Institute this spring semester.

CE034



ncti

CAREER EDUCATION PROGRAM

CURRICULUM AND METHODS WORKSHOP

Project Director,
Dr. Russell Paulsen
Associate Project Director
Lois Gilliland

Career Education Consultants:
John Brasch
Ruth Hase
Peggie Mallery
Kathy Morris

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NORTH CENTRAL TECHNICAL INSTITUTE
WAUSAU, WISCONSIN
LAWRENCE B. HOYT, DISTRICT DIRECTOR

FOLLOW-UP REPORT ON THE CAREER EDUCATION WORKSHOP FOR TEACHERS AND ADMINISTRATORS

By

LOIS F. GILLILAND, ASSOCIATE
PROJECT DIRECTOR OF CAREER EDUCATION

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

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- VII. Statement on Community Participation and Project Progress A-9

FOLLOW-UP REPORT ON THE CAREER EDUCATION WORKSHOP FOR TEACHERS AND ADMINISTRATORS

This follow-up study of sixteen participants of a one-week workshop was conducted to determine if the educators actually used the units; if the units needed revision; if the teachers and students had positive feelings toward the units and career education; and if administrators and community members were supportive in the development and implementation of the units. The findings will also indicate ways in which the units assist in the implementation of career education. This information will be helpful to career educators in developing the agenda or format for a workshop, inservice, or class.

This report includes the background, format and outcomes of the workshop, follow-up on use of the units, and conclusions and recommendations. The questionnaire, table of returns, agenda, list of workshop participants, and project guidelines can be found in the appendix.

Background

The second career development workshop was sponsored by the North Central Technical Institute career education project, Career Education for Persons in Rural Areas - Primary Focus on Adults 16 and Over, from August 18-22, 1975. The workshop was offered through UW-Stout for two credits. Dr. J. Patrick Wagner of UW-Stout acted as workshop director assisted by three members of the NCTI career education staff. Sixteen teachers from six school districts were in attendance at the sessions. (See appendix I).

Format and Outcomes of the Workshop

The workshop offered a variety of experiences including assistance from school resource persons from Eau Claire, Watertown, Augusta, and Mondovi. These resource educators shared their experiences in career education implementation through panel discussions, individual presentations, and group discussions. A panel of persons discussing the world of work included representatives from the Job Service Office, Area Manpower Planning Board, Marathon Cheese, Drott Manufacturing, and North Central Technical Institute student. The state consultant from the Department of Public Instruction presented "Career Education in Wisconsin", a slide presentation emphasizing the career education concepts. These experiences plus interaction with the workshop director and career education staff stimulated thought and provided background for individual projects.

Much of the time during the workshop was unstructured, so participants had an opportunity to take advantage of resources appropriate to their unit. Some of the activities pursued were viewing media of the career education project, visiting local community agencies and businesses to acquire information and cooperation, exchanging ideas among participants and conferring with career education staff members. (See agenda, appendix II).

Participants were informed about individual project guidelines (See Appendix III) and planned their units on a contract basis with the workshop director or career education staff members. Most of the units were completed at the end of the week. Some students from the same district worked in pairs. The completed units included the following:

Development of a Career Awareness Week in a Secondary School as it Relates to Curriculum.

Parent Education Booklet for Parents of Deaf Children Enabling Them to Develop Career Education Concepts in the Home.

The Rise of Labor (Career education in history)

Development of Career Education Concepts (Career education in home economics)

Careers in Distributive Education

Career Education Activities/Third Grade

Activities in Career Education (Preparation for entering the job market)

Wausau Has Careers for You (Resource Guide)

The Rise of Big-Business (History Unit)

Development of Accounting Career Concepts

Career Education in the Kindergarten

An Individualized Audio-Visual Introduction to Various Careers. (For middle school special education)

Follow-up on Use of Career Education Units

During October and November workshop participants were contacted through a letter (See appendix IV and a questionnaire, See appendix V) or an interview. Responses were received from fourteen of the teachers involved in the sessions. One of the educators who did not respond did not complete his unit. The other teacher is located in the other end of the state making the interview approach impractical.

In answer to the question, "Have you used your career education unit which you completed at the summer workshop at North Central Technical Institute?", ten of the participants indicated that they had used their units. Two of the teachers remarked that they had not had sufficient time to acquire administrative support to implement their plan which involved the entire high school. They plan to meet with administrators second semester. A business teacher indicated that he was not teaching accounting the first semester but hoped to use his accounting unit next semester. The instructor of business education in the junior high school did not use his unit with students as he was working with other members of the department to write an entire curriculum guide for business with his accounting unit as a part of it. He did complete the questionnaire where it was relevant. (See appendix, Table I). Ten teachers indicated that they felt that the unit had enhanced their teaching by making it more interesting. They also indicated that students were positively responsive to the activities. One instructor noted that not all students found the activities useful. Another found students more responsive to some activities than others. According to the survey and interview results, additions had been made to four of the units. Four participants had not expanded their units. Two teachers had modified their units to meet the needs of the students.

All responses showed that the teachers found the units relevant to the student's needs. Most (9) of the teachers indicated that they felt the unit would be helpful to other teachers in their field. Two instructors indicated they did not understand which teachers were included in the question.

Community agencies were shown to be cooperative on five of the returns. Community involvement was not necessary to the success of the project on the other responses. (See appendix VI, Table I)

Units were used with the following students and/or teachers and parents: 1) a kindergarten class, 2) the humanities department and seventh grade home economics classes, 3) members of the business department in curriculum development, 4) deaf students and their parents, 5) freshmen exploratory classes, 6) sophomore U.S. history classes, 7) EMR seniors, 8) sophomores in U.S. history II, 9) middle school special education students, and 10) ninth grade drafting students.

Some comments made by teachers on strengths of the projects were as follows:

> "It gives special education students an idea of jobs available in the community."

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> "Children actually seeing people working at various occupations."
>
> "Variety of ideas to choose from - activities geared to junior high."
>
> "Completeness on a category (accounting careers) where very little materials are available."
>
> "It's the only one (Career Education Booklet for Parents of the Deaf) in the field that's ever been written for parents."
>
> "The job applications were the most impressive thing to the students."

Most of the teachers indicated that they were pleased with the results of their projects.

Teachers indicated their projects could be improved in a variety of ways. Some units needed expansion while others were too long. One teacher indicated less reading and more doing things would be appropriate. Other comments were: "needs to be adapted to lower level students; language could be improved and more specific helps added; needs more time to use it; and needs more student activities."

The following are comments of teachers indicating the reactions of students to the activities:

> "Thought that it was a "great guide!"
>
> "Favorable."
>
> "Reactions were very favorable. A tour of North Central Technical Institute was also taken. The students were very pleased."
>
> "They seemed to enjoy."
>
> "Children are enthusiastic."
>
> "The ones that were used were quite well accepted."
>
> "Very enthusiastically received by parents - especially those of older deaf children."
>
> "Some positive, some negative."

As can be noted from the comments, students were enthusiastic about career education activities and actively participated in them.

Additions that were made to the units were in the form of more A.V. materials, such as additional slides. Most of the units had not changed at the present time, and teachers indicated that they needed more time to use them to determine need for change.

Four teachers indicated that they would use the unit differently in the future. One teacher felt that he would expand his unit to have students check out various businesses for possible jobs, take tours of businesses, and ask businessmen to speak on the jobs. Another participant remarked that a community panel, student prepared career surveys, and a visitation of a factory situation should be added. A drafting instructor indicated that he would break his unit up as the class periods were too short to cover sections of the unit. A teacher indicated that she would use more resource people, and another instructor felt a need for more student involvement activities.

In general it was indicated that school administrators were cooperative. One problem cited was lack of funds to reproduce a unit. One example of excellent community cooperation was a slide tape series of local occupations developed by a team of special education teachers. More than 200 slides were contributed by community businesses. In addition teachers were offered handbooks, brochures, and resource visits by personnel to speak to students (See appendix V for statement by teachers)

Conclusions and Recommendations:

Teachers were evidently agreeable with the individualized contract method used in the workshop. There were no negative comments concerning the way the units were assigned or the method of preparation involved.

All of the participants with the exception of two have used or intend to use their career education units. Most of the teachers were very enthusiastic about career education and the project. Students also were receptive to the activities according to the questionnaire returns. It was gratifying to note that teachers were making plans to modify, enlarge or change their units as needed for improvement. It was also helpful to note that school administrators and community personnel were, for the most part, cooperative and encouraging to the teachers.

From these findings one would assume that development of a unit in a workshop is a viable, positive way to increase or maintain teacher enthusiasm and knowledge about career education. The project is also an effective means of stimulating integration of career education into the regular subject matter curriculum as the activities are planned during the workshop; thus alleviating time spent in preparation and planning in the classroom setting.

The career education unit appears to be a good concrete manner in which to gain administrative cooperation and support. Community members were cooperative, so apparently they also increased interest and support for career education.

Based upon the above conclusions the following recommendations are appropriate:

1. Development of a unit should be included as a part of a career education workshop or class.
2. The individualized contract approach, when the workshop participant is involved in the planning, is agreeable to teachers.
3. Units should be developed with a flexible format, so that they can be easily adapted to student needs.
4. Administrators should be involved in the preparation and implementation of the unit.
5. Community members should be approached for assistance in developing resources as they are usually cooperative and helpful.

APPENDIX

Page

I. List of Workshop Participants . . . . A-I

II. Agenda A-2

III. Project Guidelines A-4

IV. Letter to Workshop Participants A-5

V. Career Education Workshop Questionnaire. A-6

VI. Table I A-8

VII. Statement on Community Participation and Project Progress A-9

LIST OF WORKSHOP PARTICIPANTS

1.	BOBERT, MAE	LOMIRA PUBLIC SCHOOL	THIRD GRADE
2.	BONVINCIN, ELDA	WAUSAU EAST SENIOR HIGH	SPANISH
3.	CHRISTIANSEN, MARY	EAST & WEST HIGH SCHOOLS	SPECIAL EDUCATION (Deaf)
4.	FERGUSON, LUCILLE	WAUSAU ELEMENTARY-GRANT	KINDERGARTEN
5.	JACOBSON, MARION	WAUSAU EAST SENIOR HIGH	HIGH SCHOOL COUNSELOR
6.	KATZKE, SANDI	D.C. EVEREST-MIDDLE	SPECIAL EDUCATION
7.	KNIPPEL, SUE	D.C.EVEREST-MIDDLE	SPECIAL EDUCATION
8.	LAYTON, LARRY	WAUSAU WEST SENIOR HIGH	SOCIAL STUDIES
9.	McCARTHY, PAT	WITT-BIRM SENIOR HIGH	INDUSTRIAL ARTS
10.	MUNZKE, LARRY	BEN FRANKLIN-ST. POINT	BUSINESS EDUCATION
11.	NORTON, JILL	BEN FRANKLIN-ST. POINT	HOME ECONOMICS - (7th grade)
12.	ORTHMAN, TODD	JOHN MUIR MIDDLE SCHOOL	ASSISTANT PRINCIPAL
13.	OSSWALD, HENRY	WAUSAU WEST SENIOR HIGH	SOCIAL STUDIES
14.	PERUSHEK, PHILLIP	D.C.EVEREST HIGH SCHOOL	DRAFTING
15.	POLEGE, LANCE	WITTENBERG PUBLIC SCHOOL	EMR (H.S.LEVEL)
16.	TEITGEN, JOHN	MOSINEE PUBLIC SCHOOL	BUSINESS EDUCATION

CAREER DEVELOPMENT EDUCATION WORKSHOP

August 18 - 22

North Central Technical Institute

Time Schedule: Monday 9:00 to 3:00 p.m.
(Thirty hours of participation are required, scheduling will be determined by the group)

First Day

Orientation

1. Getting acquainted activities
2. Film: "Cipher in the Snow"

Small Group Sessions

1. Discuss personal career development
2. Learning contracts - Workshop and individual goals for the week

Career Development Wisconsin Style

1. Wisconsin Model
2. Sixteen learning concepts for career development

Career Development - How it Relates to my World

1. Review materials
2. Review teaching aids

Second through fifth days

(The format will be flexible with optional activities offered and time allotted for writing career education activities)

Proposed Content	Activities
Infusing career development into the curriculum	Review of teaching learning strategies and resources
	Discuss "nuts and bolts" with practitioners (panel discussion) entire group
	Participants will demonstrate kits and resources to other members of the group
	Participants will bring in a fellow staff member to share and plan career education plans and activities.

Life/Work Planning	Participant's explore and share career planning experiences
	Discuss the "World of Work" in the 70's and 80's (Panel of community and agency members) (Entire group)
	Buscaglia video tapes
Media (View film on career or self development)	"Pack Your Own Chute"
	"The World of Work"
	"Future Shock"
	"Why Am I Afraid to Tell You Who I Am?"
NCTI Resources	ERIC - Library
	Instructional Media Lab
Career Education Resources Laboratory from UW-Stout	Materials from the Career Education Project at UW-Stout

The majority of workshop time will be devoted to individual project development. A potpouri of activities such as value clarification or decision-making activities will be available on an optional basis.

CAREER EDUCATION WORKSHOP

August 18-22

North Central Technical Institute
Wausau

Project Guidelines

What: Projects are designed to allow each member of our workshop to become involved in a useful, practical activity designed to meet individual goals related to career education.

How: Each participant will develop a learning contract with the workshop coordinators to consist of:

1. The rationale for the chosen activities
2. The goals for the individual
3. The results of the activities
4. Date when activities will be completed.

When: All projects will be due by August 29. Hopefully, most of us will be able to submit our projects by the end of the workshop.

Example of Projects:

1. Evaluate career education teaching materials related to teaching area.
2. Action plan to promote self-concept exploration or career exploration or career decision-making.
3. Identification of school resources to promote career education
4. Identification of community resources to promote career education

One copy of you project will be retained by the instructor.

NORTH CENTRAL
TECHNICAL INSTITUTE
1000 Schofield Avenue
Wausau, Wisconsin 54401
Telephone 715/675-3331

RESEARCH AND DEVELOPMENT

October 31, 1975

Dear

As a part of a follow-up project, Pat Wagner from UW-Stout, who conducted our summer career education workshop, has asked me to obtain information concerning your use of the career education units which you prepared during the session. Enclosed is a questionnaire which we would like to have completed. Any random comments which you have would also be helpful.

It was certainly a pleasure working with you this summer. We hope that the workshop has proven beneficial to your teaching and that you are having a pleasant year. Your cooperation in returning the questionnaire by November 14 will be appreciated. Please call the career education office, telephone 675-3331, Ext. #210, if we can be of assistance to you.

Sincerely,

Lois F. Gilliland

Lois F. Gilliland
Associate Project Director

LFG/nls
Enclosures

NORTH CENTRAL VOCATIONAL, TECHNICAL AND ADULT EDUCATION DISTRICT

CAREER EDUCATION WORKSHOP QUESTIONNAIRE

Name________________________________School________________________

Position____________________________Career Ed. Unit________________

Please check the appropriate answer:

1. Have you used your career education unit which you completed in the summer workshop at NCTI? Yes_____ No _____
2. Do you feel that it enhanced your teaching? Yes_____ No _____
3. Were the students positively responsive to the activities? Yes_____ No _____
4. Have you made additions to the unit? Yes_____ No _____
5. Did the activities prove to be relevant to the student's needs? Yes_____ No _____
6. Do you feel the unit would be helpful to other teachers in your field? Yes_____ No _____
7. Were community agencies cooperative in helping you? Yes_____ No _____

Please state your reaction to the following:

With whom did you use your unit?

What are the strengths of your project?

In what ways can the project be improved?

What were student and/or other reactions to the activities?

What are any additions or changes that you have made in the unit?

How would you use the unit differently in the future?

If community agencies were involved, how did they help with the unit?

What problems or cooperation did you have from other school personnel (administrators or teachers) in the implementation of the project?

Additional comments (Anything you feel might be helpful to use in evaluating the practicality of the career education project in the actual teaching situation)

TABLE I

RESPONSES TO THE CAREER EDUCATION WORKSHOP QUESTIONNAIRE

QUESTION	Number of Responses		
	Yes	No	Undecided
1. Have you used your career education unit which you completed in the summer workshop at NCTI?	10	4	0
2. Do you feel that it enhanced your teaching?	10	0	0
3. Were the students positively responsive to the activities?	10	0	0
4. Have you made additions to the unit?	5	6*	0
5. Did the activities prove to be relevant to the student's needs?	10	0	0
6. Do you feel the unit would be helpful to other teachers in your field?	9*	0	2
7. Were community agencies cooperative in helping you?	5	4	1

* Generally there were ten responses to each item as marked by teachers who had used their unit. However, one instructor marked appropriate items even though he had not implemented his project.

Statement on Community Participation and Project Progress:

We have contacted all major businesses and industries in the area, asking them for slides, pictures and literature about their employees and operations. In one day, we get entire slide presentations with write-ups from Drott, Wausau Homes, the Fire Department and Wausau Hospitals. The sheriff took pictures and is having a presentation developed for us, the Electric Company is sending us a presentation we can copy (the television station will do this for us), and the Armed Services are sending us Career Education programs worth over $100.00 (free of charge of course). Along with all of this, the State College of Beauty Culture is sending us packets and booklets as are most of the other smaller businesses we contacted. Employers Insurance invited us over to pick out the slides we would like to have; and the local newspaper is duplicating their slide presentation for us.

All in all, we have found people to be cooperative and generous. The only area in which we have had trouble is with some of the County-State offices (the material is all at the Madison headquarters), and the larger retail stores, whose material is also kept at their head offices.

We're still rolling, but this might give you some ideas you could use about resources available in any area.

By the way, 90% of these people offered to come out and give talks with their presentations.

Sandi Katzke & Sue Knippel

RESPONSES TO THE "EVALUATION
OF
"MEDFORD AREA RESOURCES GUIDE"

By Lois Gilliland, Associate
Project Director

The following responses indicate where teachers felt that they presently were in their teaching role with regard to career education.

1) Up until the present time how would you evaluate your knowledge of career education?

Highly satisfactory	9	8	7	6	5	4	3	2	1	Unsatisfactory
Number of Responses		2	4	1	4	2	1		1	

2) How would you evaluate your implementation of career education?

Inadequate	1	2	3	4	5	6	7	8	9	Highly satisfactory
Number of Responses	2		2	2	1	1	6	1		

a3) Up until the present time, how would you evaluate your knowledge of the businesses (employers) in the Medford area?

Very limited	1	2	3	4	5	6	7	8	9	Very good
Number of Responses	1	1	1	3	5	4	1			

4) How would you evaluate your use of Community Services/Resources up until the present time?

Excellent	9	8	7	6	5	4	3	2	1	Very Poor
Number of Responses		1	2	1	1	3	5		2	

The following responses indicate opinions of the resource guide:

5) Please check any and all items below that apply concerning your impressions of the "Medford Area Resources Guide."

Number of Responses	Response Item
12	Useful
11	Easy to use
4	Complete
2	Incomplete
0	Difficult to use
11	Practical for your uses
14	Related to career education
0	Does not relate

PRE-TEST AND POST-TEST RESULTS
FROM
CAREER EDUCATION OPINIONNAIRES

By Lois Gilliland,
Associate Project Director

The Career Education Opinionnaire was administered as a pre-test and post-test to fifteen participants at the Curriculum and Methods for Career Education workshop held from August 18-22, 1975. Although this is not a tested, statistically sound instrument, it was felt that changes of attitude or knowledge acquired during the meetings might be detected. This report shows a short analysis of the questions in which there was a noticeable difference between pre-test and post-test results. The number of responses in both the pre-test and post-test and the number of response changes can be seen in Table I. A copy of the instrument is found at the end of this report.

The post-test indicated that the eleven participants who were not acquainted with the Wisconsin's K-12 Guide for Integrating Career Development Into Local Curriculum had become familiar with the guide during the workshop. The pre-test showed that eleven people were not aware of the Wisconsin Model for Career Development. After the workshop only two people did not know about the model.

Before the workshop seven people indicated that they were not preparing local resource materials for career education. At the end of the session all participants were preparing local resource materials.

Questions on attitudes toward career education were very positive on both the pre and post tests. There was very little change in responses.

TABLE I

RESULTS OF CAREER EDUCATION OPINIONNAIRE

PRE-TEST AND POST-TEST

Section I - WHERE ARE WE NOW

Question Number	Pre Test Responses		Post Test Responses		Number of Response Changes
	Yes	No	Yes	No	
1	15	0	14	1	1
2	4	11	15	0	11
3	4	11	12	2	8
4	9	6	10	5	1
5	8	7	15	0	7
6	8	7	13	2	5
7	15	0	15	0	0
8	14	1	15	0	1
9	15	0	15	0	0
10	14	1	15	0	1
11	13	2	15	0	2
12	5	10	12	3	7

Section II - WHERE DO WE WANT TO GO? I BELIEVE I SHOULD.....

Question Number	Pre Test Responses		Post Test Responses		Number of Response Changes
	Yes	No	Yes	No	
1	15	0	15	0	0
2	15	0	15	0	0
3	15	0	15	0	0
4	15	0	15	0	0
5	15	0	15	0	0
6	15	0	15	0	0
7	15	0	15	0	0

Continued on next page

Section II - WHERE DO WE WANT TO GO? I BELIEVE I SHOULD... (Con't)

Question Number	Pre Test Responses		Post Test Responses		Number of Response Changes
	Yes	No	Yes	No	
8	15	0	15	0	0
9	15	0	15	0	0
10	15	0	15	0	0
11	15	0	15	0	0
12	15	0	15	0	0
13	15	0	15	0	0
14	14	1	14	1	0

Section III - HOW DO WE GET THERE

Question Number	Pre Test Responses		Post Test Responses		Number of Response Changes
	Yes	No	Yes	No	
1	12	3	9	6	3
2	13	2	14	1	1
3	15	0	13	2	2
4	15	0	13	2	2
5	14	1	10	5	4
6	13	2	14	1	1
7	15	0	12	3	3
8	15	0	12	3	3
9	15	0	8	7	7

Results on the last section on "How Do We Get There" implied that some participants had acquired information or understanding which eleminated some of their previous developmental needs. It was interesting to note that before the workshop all persons indicated a need to redefine their philosophy of education to include career education. After the workshop, only eight participants indicated this need.

Considering the responses on the instruments three conclusions can be drawn about the impact of the workshop. Teachers did acquire more information about the career education resources. Most participants did progress in their educational development with relation to career education. Teachers participating in the workshop had a positive attitude which they maintained throughout the workshop.

North Central Technical Institute
Career Education CE223

CAREER EDUCATION OPINIONNAIRE

I. Please supply information as requested:
(Check subject(s) or position)

________ K-6

________ English

________ Social Studies

________ Mathematics

________ Science

________ Foreign Language

________ Fine Arts

________ Vocational Subjects

________ Physical Education

________ Other: ____________________

Number of years of non-school work experience ____________________

In what occupations ____________________

Number of years of school work experience ____________________
(Include current year)

In what positions ____________________

II. To help us establish where we are in career education, where we want to go, and what we need to do to get there, we need your reactions to the following statements. If you agree, please circle YES after the statement. If you disagree, circle NO after the statement.

WHERE ARE WE NOW?

1. I agree with the following definition of career education- Career Education is a decision-making process whereby the individual understands himself, the world of work, and career planning in preparation for a rewarding life.............. YES NO

2. I am familiar with the sixteen basic career development concepts in Wisconsin's K-12 Guide for Integrating Career Development Into Local Curriculum................................ YES No

3. I am familiar with the Wisconsin Model for Career Development.... YES NO

4. I am familiar with the career education resource materials in my building or in our library system.......................... YES NO

5. I am preparing my own local resource materials for career education.. YES NO

6. I am using community resources for career education.............. YES NO

7. Career education is for all students, including those with special needs and those who could go on to further education beyond high school... YES NO

8. Career education can be a strong motivational approach to learning.................... YES NO

9. Career education can make both learning and teaching more relevant and meaningful.................... YES NO

10. Career education should be provided at all ages, beginning in early childhood.................... YES NO

11. I am integrating career education into my curriculum.............. YES NO

12. I have taken at least one course that relates to the rationale, theories and foundations of career education.......... YES NO

WHERE DO WE WANT TO GO?

I believe I should. . . .

1. Help students develop an understanding of themselves and others.................... YES NO

2. Help students develop positive attitudes toward themselves, school, and work.................... YES NO

3. Help students relate what they learn to occupations.............. YES NO

4. Help students learn to appreciate the personal, social, and economic significance of work.................... YES NO

5. Help students develop an appreciation for the importance of all types and levels of work.................... YES NO

6. Help students assess their interests, aptitudes, personal traits, personal needs, and personal values, [illegible] an aid to career planning.................... YES NO

7. Help students become aware of the many occupational options open to them.................... YES NO

8. Help students consider how their career choice may affect the kind of life they will lead.................... YES NO

I believe we should. . . .

9. Provide opportunities for students to test their interests and aptitudes through paid or unpaid, actual or simulated work experience.................... YES NO

10. Help students develop skills in career planning.................. YES NO

11. Help students become aware of employment trends, and employer expectations.................... YES NO

12. Prepare all youth for either immediate employment or continuing education.................... YES NO

13. Help students learn how to get, hold, and advance on a job..... YES NO

14. Provide placement services for students upon exit from high school.. YES NO

HOW DO WE GET THERE?

To implement career education. . . .

1. I need to become familiar with the occupations that require knowledge of my subject(s).......................... YES NO
2. I need more exposure to occupations in local business, government, and industry.................................. YES NO
3. I need to know what other district teachers are doing in career education at my grade level or in my discipline..... YES NO
4. I need to develop career education learning activities .... YES NO
5. I need concrete examples of how I can integrate career education into my curriculum.................................. YES NO
6. I need to learn to develop better exploratory work experiences... YES NO
7. I need to learn techniques for developing local resource materials for career education.............................. YES NO
8. I need techniques for helping students develop career decision-making skills..................................... YES NO
9. I need to redefine my philosophy of education to include career education or any other societal crisis................. YES NO

PLEASE LIST ADDITIONAL NEEDS, SUGGESTIONS, AND COMMENTS.

NAME______________________________ DISTRICT SCHOOL______________________________

ACCESSION NUMBER: VT102905

PUBLICATION DATE: 73

TITLE: REPORT TO THE GOVERNMENT OF FIJI ON HANDICRAFTS MARKETING DEVELOPMENT.

DESCRIPTOR: *HANDICRAFTS; *INDUSTRIAL ARTS; *MARKETING; PROGRAM DESIGN; PROGRAM COSTS; TECHNICAL ASSISTANCE; *DEVELOPING NATIONS; *ECONOMIC DEVELOPMENT; INTERNATIONAL ORGANIZATIONS

IDENTIFIER: *FIJI

EDRS PRICE: MF AND HC AVAILABILITY WILL BE ANNOUNCED IN VOL. 9, NO. 6.

DESCRIPTIVE NOTE: 28P.

ABSTRACT: AT THE REQUEST OF THE GOVERNMENT OF FIJI, THE REGIONAL OFFICE FOR ASIA OF THE INTERNATIONAL LABOUR OFFICE PROVIDED TECHNICAL AND ADMINISTRATIVE DIRECTION TO FURTHER THE DEVELOPMENT OF THE HANDICRAFTS INDUSTRY IN FIJI. METHODS OF APPROACH WERE TO CONDUCT SURVEYS OF RAW MATERIALS, PRODUCTS, MARKETS, AND CONSUMERS; TO GIVE MARKETING PROGRAM ADVICE; TO ASSIST IN IMPROVING QUALITY, DESIGN, AND PRODUCTION; TO CONDUCT MANUFACTURING DEMONSTRATIONS; AND TO STUDY THE ORGANIZATION OF TRAINING FACILITIES IN HANDICRAFTS AND SMALL-SCALE INDUSTRY. AS A RESULT OF THE STUDY IT WAS RECOMMENDED THAT FOUR SECTORS COULD EXPAND: HANDMADE BRICKS AND TILES, HOME FURNISHING ACCESSORIES, NOVELTY AND SOUVENIR ITEMS, AND LUXURY GIFTS SUCH AS GOLD JEWELRY AND ART PRODUCTS. HOWEVER, AS PRIVATE ENTERPRISE APPEARED UNWILLING TO RISK CAPITAL, THE REPORT RECOMMENDED GOVERNMENT SUPPORT FOR THE ESTABLISHMENT OF A HANDICRAFTS DESIGN-PRODUCT CENTER AND MARKETING BRANCH, WITH TECHNICAL ASSISTANCE FROM PEACE CORPS VOLUNTEERS PLUS INTERNATIONAL EXPERTS AND EQUIPMENT. APPENDIX I DESCRIBES A PROPOSAL FOR A MOBILE BRICK FACTORY PROJECT, FROM DIGGING THE CLAY TO A COMPLETE COST SUMMARY. APPENDIX II CONTAINS A PROJECT OUTLINE FOR HANDICRAFT DEVELOPMENT, INCLUDING FINANCIAL DETAILS AND TENTATIVE JOB DESCRIPTIONS FOR HANDICRAFTS MARKETING. THE PROPOSED PROGRAM WOULD EMPHASIZE TRAINING IN PRODUCT DESIGN, EFFICIENT PRODUCTION, AND EFFECTIVE MARKETING. (MF)

REPORT NUMBER: ILO/TAP/FIJI/R.1

INSTITUTION NAME: INTERNATIONAL LABOUR OFFICE, GENEVA (SWITZERLAND).

SPONSORING AGENCY NAME: UNITED NATIONS DEVELOPMENT PROGRAMME, GENEVA (SWITZERLAND).

102 905

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ILO/TAP/Fiji/R.1

INTERNATIONAL LABOUR OFFICE

United Nations Development Programme
Technical Assistance Sector

REPORT
to
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GENEVA
1973

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INTRODUCTION

1. In 1963 a short report on Handicrafts in the British Crown Colony of Fiji was prepared by Mr. Angus McBean of the South Pacific Commission and in 1967 a brief survey of handicrafts in the Colony of Fiji was carried out by Mr. W.G. Schulz of the ILO/UNDPTA. Recommendations of the survey mission were communicated by the Director-General, ILO, Geneva, to the Colony of Fiji in "Mission Report: Fiji, Survey of Handicrafts, 16-21 October 1967".

2. In September 1968 the Crown Colony Government of Fiji sought the assistance of services of an internationally recruited expert under the United Nations Development Programme, which entrusted the execution of the project to the International Labour Organisation; the ILO appointed the expert in handicrafts development, Mr. W.G. Schulz. The expert started his assignment on 26 December 1969 and departed from Fiji on 29 February 1972, a brief transfer to Apia, Western Samoa, being fulfilled during this period (1 November 1970-28 February 1971).

3. The terms of reference of the expert were as follows for December 1969 to August 1970:

General

To assist the Government in conducting a thorough study of the situation with regard to manufacturing and marketing of Fijian handicrafts, especially in connection with foreign markets. Further, to render assistance in the examination of possibilities of concluding trade agreements with the West and South Pacific Islands with a view to the future establishment of a central handicrafts marketing facility for the entire area.

Specific

(a) To undertake initial surveys, with special reference to the existing handicrafts industry within the territory; to determine how it might be better organised and how greater productivity could be achieved;

(b) to advise on the improvement in quality, design and production of products in tapa cloth, bamboo, pottery and wood;

(c) to advise and assist in establishing a better marketing programme of handicrafts products made in the territory;

(d) to conduct demonstrations for the manufacture of handicrafts products;

(e) to train counterpart staff.

4. The terms of reference of the expert were as follows for 1 March 1971 to 29 February 1972:

General

Under the technical and administrative direction of the ILO Regional Office for Asia, the expert will assist the Government to further the development of the handicrafts industry sector, in particular through instituting appropriate marketing systems and establishing an adequate trade centre for handicraft products.

Specific

(a) To advise and assist co-ordination of production and marketing of handicraft products;

(b) to advise on improvements in design and quality of handicraft products catering for export, tourist and local markets;

(c) to advise in and promote the establishment of further handicrafts industries to satisfy market demands and increase work opportunities for the country;

(d) to advise, promote and participate in the establishment of a viable marketing centre for the collection, display, promotion, sales, export and improvement of handicraft products;

(e) to train national counterpart staff to enable the continuation of the handicrafts marketing development programme after the termination of this project of international technical assistance;

(f) to study in line with the objectives of Fiji's Sixth Development Plan (1971-1975) marketing and distribution of handicraft products produced by the West and South Pacific Islands.

5. During his assignment the expert was attached to the Ministry for Commerce, Industry and Co-operatives. This report is based on his work and his findings.

Acknowledgements

6. Grateful acknowledgement is made on behalf of the Director-General of the ILO for the courtesy shown and assistance given the expert by the ministry to which he was attached, by the district commissioners and their officers and by the numerous government officials and private individuals who were keen to assist in handicrafts development, particularly the Soqosoqo Vakamarama Handicrafts Centre, the Education Vocational Training Officer and his colleagues, the YWCA of Fiji and the many craftsmen and women who rendered their assistance in the execution of his duties.

PART I

TECHNICAL BACKGROUND

Conditions at the Start of the Mission

7. A study of conditions at the start of the mission revealed that little gain had been made toward the alleviation of main problems since the ILO Mission Report of 1967: Survey of Handicrafts. Such problems remained as:

(a) lack of organised marketing;

(b) lack of organised production and quality control;

(c) fluctuating price structure, with inadequate monetary return to artisans; and

(d) little or no designing or product planning and development to meet customer demand.

8. The number of foreign investors and buyers seriously interested in creating overseas markets for Fiji handicrafts had increased since 1967; however, private enterprise was still hesitant to invest because of the lack of general organisation in production of the varying quality of products, of the unreliable pricing structures and of existing methods of distribution.

9. There were, however, two notable exceptions to the above observations which should demonstrate to the Government that a successful and viable handicrafts programme is well within the realm of reality and can be worthy of investment:

(a) Soqosoqo Vakamarama Handicrafts Centre - a country-wide women's organisation, had succeeded through overwhelming odds in the attainment of its original goals as follows:

(i) to give fair price return for the work done;

(ii) to exercise quality control to raise producers' standards;

(iii) to instruct artisan members in market demand and production; and

(iv) to create ever-increasing employment for members, thus fulfilling its commitment as a charitable organisation and helping to improve the Fijian way of life.

(b) Handicrafts of Fiji Co-operative Limited - which received its starting support and guidance from the Ministry for Commerce, Industry and Co-operatives in August 1969, with the assistance of a Peace Corps volunteer, Mr. R.T. Stevens. Achievements of the Co-operative demonstrated the great benefits to be enjoyed through organising cottage industry to operate on a business-like basis. Sales rose from $154 in August 1969 to over $5,000 per month by the end of July 1970, with expanded growth forecast. Results achieved through organised production and sales included:

(i) wide selection of tapa cloth (masi), a popular tourist item for local retail sales outlets;

(ii) improvement in quality of a traditional art which had been on the verge of dying out;

(iii) increased earnings to artisans through finding new and higher price markets for them;

(iv) greatly increased employment for the outer islands.

In this connection, Mr. Kitione Waqa, who replaced Mr. Stevens as Director for the Handicrafts of Fiji Co-operatives Limited, was sent under the auspices of the UNDP on a fellowship in February 1972 to Bangkok, Geneva, other European cities and the USA to study marketing methods and to make sales contacts for the Co-operative's products.

Objectives of the Mission

10. In view of the existing situation in the handicrafts industry, objectives of the mission were considered principally to include the following:

(a) to carry out a thorough survey of the handicrafts situation through product, market and consumer surveys;

(b) to advise toward the establishment of a better marketing programme;

(c) to give assistance on improvement in quality, design and production;

(d) to conduct demonstrations for manufacture; and

(e) to study needs for development of better organised training facilities in the field of handicrafts and small-scale industry.

PART II

WORK OF THE MISSION

Methods of Approach

11. The activities of the expert covered the following areas:

- surveys and investigations;
- marketing advice; and
- product design, development and demonstrations.

Details have been given under those headings as follows:

Surveys and Investigations: Summary of Findings

12. Information and data covering the entire field of handicrafts production and development were sought on a continuing basis. Findings were turned over to the Ministry for Commerce, Industry and Co-operatives for use and information. A brief summary of findings is listed below:

(a) Raw Materials Survey

- Tropical woods suitable for carving were found on all islands in plenty. Early plantings of Hondouris mahogany were found to be suitable for carving and decorative woodwork.
- Sea shells and tropical seeds were varied and abundant. Pearl shell was plentiful and quantities were being exported as raw material.
- Clays for brick and floor tile were found on Viti Levu and Vanua Levu. These were tested and responded particularly well to the pressure press process.
- Pottery clays were located in most of the large river valleys of Viti Levu and Vanua Levu; all had good plasticity and matured at 1,000°C; all improved in workability, shrinkage and firing with the addition of Lagalaga white clay which was found to be plentiful in that area.
- Firewood for fuel presently being burned off as waste was found to be abundant in the neighbourhood of larger timber mills.
- A large variety of fibrous materials such as pandanus and palm leaf, hibiscus bark and paper mulberry bark was available on all Fiji islands and replanting was being carried out to keep pace with market demand.
- Local gold was mined in sufficient quantity and would meet the needs of a jewellery industry, should it be established.

(b) Product Survey

The product survey was compiled through on-the-spot observations of sales point displays at hotel and specialty shops, market stalls, street vendors, individual handicrafts producers' shops, small manufacturing centres and handicrafts sales outlets at Suva, Nadi, Lautoka and Sigatoka, and through interviews on production potentials with individual artisans and numerous island and village chiefs.

(i) Most of the items locally produced fell into the medium price range and accounted for a gross sale of $700,000 annually.

(ii) Imported items captured two-thirds of the market and took over the luxury and mass market product sales.

(iii) Luxury items, most imported jewellery, accounted for over 50 per cent of the gross sale of $2,100,000 in the gifts and decorative accessories field.

(iv) The quality of locally produced handicrafts was average.

(v) Prices of locally produced handicrafts were generally found to be non-competitive on world markets and even regional markets.

(vi) Production was centred on Viti Levu, especially near the Suva and Nadi-Lautoka areas, except for masi, which continued an ever-growing production at Vatulele, in the Lau Islands, and on parts of Vanua Levu.

(vii) Production methods in the field of ceramics needed much technical assistance.

(viii) There was a skilled and semi-skilled workforce of 3,000 to 5,000 women, mostly working part time, in the production of items made from natural fibrous materials, shells, seeds and pottery.

(ix) There was a skilled and semi-skilled workforce of 400 to 500 men producing items made from wood, pearl shell, and some gold and silver.

(c) Market Survey

The market survey was conducted through personal interviews rather than written questionnaires, as much of the information needed was confidential. Hotel specialty shop owners, handicrafts centres, market stall owners, street vendors, wholesale, retail and manufacturing outlets, as well as overseas investors, were consulted for this survey.

(i) Retail outlets for sales of locally produced gifts and decorative accessory items numbered 475 in Fiji, mostly concentrated in Suva, the Coral Coast of Viti Levu and the Nadi-Lautoka areas.

(ii) Ninety per cent of these outlets were directly connected with handicrafts manufacturing.

(iii) Wholesale and wholesale-retail outlets catering for export numbered six (6), with a gross volume of $76,635 in 1969.

(iv) Present markets for locally produced handicrafts indicated an almost equal share among wood products, fibrous products and shell and jewellery products, showing a slightly higher amount of sales of wood products.

(v) One-half of the items produced sold retail for $3 each, or under.

(vi) More than two-thirds of exports were wood products, of which about one-third consisted of wood carvings.

(vii) Sales of masi (tapa cloth) were growing rapidly in the export market and showed potential for outselling wood products.

(viii) The greatest potential market for locally produced handicrafts was a variety of items priced to sell at under $3 each, home furnishings and decorative accessary items, and luxury handicrafts.

(ix) The field in which there was the greatest potential market was ceramic and clay products.

(x) Export markets were in the United States, predominantly in Hawaii, and were followed in importance by Sydney and Melbourne.

(d) Consumer Survey

The consumer survey was carried out through personal interviews with hotel and specialty shop buyers and sales personnel, Suva City market stall owners, handicraft centres in Suva, Nadi-Lautoka and Nadi airport shop, with a random sampling of tourists and visiting handicrafts buyers, and with potential investors from overseas.

(i) Preference for certain items was noted according to age group and nationality (i.e. Americans preferred decorative, unique items; Australians (age 40 and up) purchased fine and luxury jewellery and (age 20-30) duty-free goods and then utility handicrafts; New Zealanders purchased the most novelty items). In general, the demands expressed by tourists were for:

- real bargains, no matter what the price. This factor was weighed against the purchaser's own buying power and what was available in his own country and those countries on his itinerary;
- items must have Fijian flavour or else originate from Oceana;
- high quality of skill, craftsmanship and design;
- quality marks and guarantees of authenticity for fine and luxury jewellery items;
- small and easily transportable handicrafts were desired by air travellers, who represent the largest percentage of visitors;
- attractive practical packaging, although not often available, was nevertheless required.

(ii) The export demand trends showed that Australia and New Zealand tended to import practical items such as beach baskets, handbags, market baskets, hats, etc. There were very large markets in the United States coastal resort areas where the stay-at-home consumer was usually quite young and required the exotic islands flavour in wearing apparel, accessories and decorative items. Particular demands stated by American and Australian importers were for:

- handicrafts to unique identity that would distinguish them from handicrafts of other countries;
- price advantage of some sort, either actual low price or else, if competitive with like items, design or finish qualities that would constitute a bargain for the consumer;
- a hand-made look with high quality finish;
- an expensive look through quality of workmanship;
- explanatory background tags which may increase product cost;
- attractive packaging in some cases.

Marketing Advice

Assistance in the Establishment of a Better Marketing Programme

13. Discussions were held with government officials concerning the product, marketing and consumer surveys carried out.

14. Proposals were submitted to the Ministry of Commerce, Industry and Co-operatives, at an early date of the mission, for action in establishing a handicrafts central distribution organisation for local and overseas markets.

15. The Marketing Branch for Commerce, Industry and Co-operatives drew up proposals for a government-sponsored National Marketing Authority to be established by an ordinance which would enable it to carry out advisory, regulatory and executive functions. The Act was passed on 18 March 1971.[1]

16. Most of the Marketing Authority's efforts were devoted to the marketing of agricultural products; however, its activities could also include the marketing of other Fijian products, such as handicrafts. It was envisaged that this

---

[1] Act No. 3 of 1971. To provide for the establishment of the National Marketing Authority to facilitate and develop internal and export markets for the products of Fiji.

organisation could provide facilities for warehousing, grading, storage, central retailing and wholesaling and management training for such producers as the Soqosoqo Vakamarama Handicrafts Centre, the Handicrafts of Fiji Co-operative Limited, the Fulaga and Jafau Woodcarvers and many others.

17. Advice and assistance was given to many private enterprises and organisations interested in overseas marketing, and distribution of lists of over one hundred handicrafts specialty shops and distributors was made, including those in Australia, North America and Europe.

18. Discussions concerning marketing and the role of the National Marketing Authority were held with numerous artisans, private enterprises and organisations, and government officials. The resulting consensus of opinion was: (a) that such an organisation would be competitive in generating sales; (b) the scope and responsibility of the Authority should be to buy and sell; and (c) that the Authority should only partake in informational and promotional activities. In view of these varied opinions, the expert submitted to the Government organisational changes for the improvement of the situation.

Product Design, Development and Demonstrations

19. Field work to accomplish product improvement and new product development was carried out in or near the cities of Suva, Ba, Lautoka, Labasa and Nadi, as well as in the Sigatoka, Ba, Rewa, Waimanu and Lagalaga River areas and on Taveuni Island, the Yawawa and Lau Islands groups.

20. Advice and assistance on production and marketing were given to the Handicrafts of Fiji Co-operatives Limited and the Soqosoqo Vakamarama in Suva, the Jafau Wood Carvers'Co-operative, Fulaga Woodcarving Company, and many small-scale firms in Suva and Nadi.

21. Demonstrations and training in kiln construction and firing, as well as the introduction of other new methods for work in ceramics, including glazing, was given to 42 potters and a number of beginners from 7 villages in Viti Levu and Vanua and in the Suva area.

22. Prototype designs for dr[illegible]g mugs, ashtrays, dolls, spice and condiment jars were made, fired and glazed but time did not allow for test marketing.

23. New methods of ceramic fabrication, in the form of pour moulds using Lalalaga River clay, were introduced to a number of artisans and organisations in Labasa and Suva.

24. Collaboration with the Soqosoqo Vakamarama on producing a national school basket was started, but time did not allow for completion.

25. Feasibility studies for a mobile brick factory were completed and turned over to the Government (see Annex I).

Suggested Organisational Changes

26. A draft for a project to establish a Handicrafts Production and Marketing Centre was suggested under the title Handicrafts Marketing Proposals to (a) the National Marketing Authority; (b) the Prime Minister's Work Party on Unemployment Problems in Fiji; and (c) the Committee on the Establishment of a Fijian Institute. The Government had not acted on these proposals at the time of the expert's departure.

PART III

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

27. Four Fijian handicrafts and small-scale industries sectors could expand:

(a) building trades (handmade bricks, floor tiles, and decorative wall tiles);

(b) home furnishings (lamp bases and shades, floor coverings, wall hangings, cane furniture, etc.);

(c) novelty, souvenir gifts and decorative accessories (games, toys, dolls, ceramic mugs, ashtrays, wall plaques);

(d) luxury gifts (gold jewellery, works or art, etc.).

28. However, the following factors constrain the development of these sectors:

(a) insufficient financing and unwillingness on the part of private enterprise to invest in risk venture;

(b) lack of technical knowledge in design, production, and accounting procedures which would reduce to a minimum investment risks;

(c) unwillingness to invest the time, money and effort required for new product development, from the phase of actual concept to that of the making of prototypes, to test marketing, production set-up, and then to the marketing and selling of goods.

29. Therefore, unless the Government and/or some agency supports it, it is likely that any further development on the handicraft industry will be either too slow or will not take place at all. It is, therefore, recommended that the Government give favourable consideration to the establishment of a Handicrafts Design-Production Centre and of a Handicrafts Marketing Branch under the Fijian Institute and the Ministry for Commerce, Industry and Co-operatives. Initially, the Government could earmark $130,000(F) for two years' expenditure. Simultaneously, it could request assistance either through lateral or international aid giving sources in order to obtain the services of Peace Corps Volunteers and internationally recruited experts, equipment, fellowships and miscellaneous expenses, up to an estimated amount of US$300,000 for the first two years of a project. Annex II attached to the report contains the outline of a project for Handicraft Development (Phase I: 2 years) showing the required international technical assistance and probable government participation.

ANNEX I

(paragraph 25)

PROPOSAL FOR A MOBILE BRICK FACTORY PROJECT

A. Brick (9" x 4.5" x 2.5") requirement 450,000 per year

B. Floor tile (4" x 4" x 3/8") requirement 300,000 per year

Production capacity would be about 5,000 brick per day or 1,250,000 per year. Present markets indicate the need for 450,000 brick plus 300,000 floor tile per year. Plant operation would therefore be running at slightly less than one half capacity for the first year operation.

Costing figures given below have been tied to production for present markets. Cost for full production has been included for comparison in the attachment.

A. FACE BRICK

RAW MATERIAL

- Digging and Hauling Clay

One-quarter cubic yard of clay can be dug and hauled by wheel barrow (average 30 yards distance) in one hour. Average amount of clay needed is based on 3 long ton per 1,000 brick.

Suggested capacity: 2,100 brick per day or 6 cubic yards of raw clay at 1/4 cubic yard per hour = 24 man hours at $0.30 per hour = $7.20 per day for 215 days.

Cost per year production $1,548.00

- Drying Clay

Six cubic yards of clay per day at average drying time of 10 days. Clay to be spread out to 2-3 inch thickness and turned over with a scoop shovel by hand. One man can turn over 1/2 cubic yard of loose clay per hour.

Six cubic yards at 1/2 cubic yard per hour = 12 man hours at $0.30 = $3.60 per day for 215 days.

Cost per year production $774.00

- Grinding Dried Clay

Requirement 12 cubic yard per 5,000 brick. Grinding will be accomplished by a diesel powered grain huller (Bon-Accord Machine No. 1 or equal). Motor requirement is 11.5 to 14 horsepower. Output of this machine will be about 1 1/2 cubic yards dried clay per hour.

Operating the machine at one half capacity will produce the required 6 cubic yard per day needed. Eight hours at $0.42 per hour = $3.36 per day for 215 days = $722.40

Note: Unskilled labour needed to move clay to and from the grinding machine is calculated at 1/4 per man hour. Six cubic yards would require 24 man hours at $0.30 per hour or $7.20 per day for 215 days = $1,548.00

Cost per year production $2,270.40

- Mixing and Granulating Clay

Powdered clay is prepared by adding 7-12 per cent water in a hand tumbler or with a hoe. Production is calculated at a rate of 1/4 cubic yard of clay per hour or 24 man hours per 6 cubic yards at $0.30 per hour = $7.20 per day for 215 days.

Cost per year production $1,548.00

FABRICATION

Both brick and floor tile will be made by hydraulic pressmould process. Average output for brick would be 5,000 per day using 2 moulds at a time. To pace the machine at present market sales requirement, the machine should operate at slightly less than 1/2 capacity, or 2,100 brick per day.

One press operator at $0.60 per hour = $4.80 per day for 215 days = $1,032.

Two unskilled labourers to prepare moulds at $0.30 per hour = $4.80 per day 215 days = $1,032.00

Cost per year production $2,064.00

STACKING BRICK FOR AIR DRYING

Brick are carried on a hod averaging 8 to 10 brick per trip for no more than 20 yards. Capacity of 1/2 cubic yard (or about 230 brick) per hour required. Two men could transport and stack 2,100 brick per day. 16 man hours at $0.30 per hour = $4.80 per day for 215 days.

Cost per year production $1,032.00

B. FLOOR TILE (4" x 4" x 3/8")

The market for 1970 was estimated at between $15,000, and $20,000 per year with average cost about $0.06 per tile or about 300,000 floor tile per year. In consideration of the new building construction not only at Deuba but in other urban developments, a conservative estimate of 300,000 floor tile selling at 3.5 cents each would find ready markets.

There are 7,776 floor tile per cubic yard (4" x 4" x 3/8"). Average output is for 1 1/2 cubic yards or 11,664 tile per day. Cost estimates have been based on production of 10,000 tiles per day using 1 1/2 cubic yards of material.

RAW MATERIAL

- Digging and Hauling Clay

1/4 cu. yard per hour. Required 1.5 cubic yard = 6 man hours at $0.30 per hour = $1.80 per day for 30 days (300,000 tile).

Cost per six-week production $54.00

- Drying Clay

Required 1.5 cubic yard at 1/2 cubic yard per hour = 3 man hours at $0.30 = $0.90 per day for 30 days.

Cost per six-week production $27.00

- Grinding Clay

The requirement of 1.5 cubic yard per day can be ground in one hour at $0.30 per hour = $0.42 per day for 30 days = $12.60.

Unskilled lat [illegible] at $0.30 per hour = $2.40 for 30 days = $72.00

Cost per six-week production $84.60

- Mixing and Granulating Clay

1.5 cubic yards at 1/4 cubic yard per hour = 6 hours at $0.30 per hour = $1.80 per day for 30 days.

Cost per six-week production	$54.00

FABRICATION

10,000 floor tile per day produced in gang moulds of 4 tile each at $0.60 per man hour for press operator = $4.80 per day for 30 days = $144.00

One unskilled labourer to prepare moulds at $0.30 per hour = $2.40 per day for 30 days = $72.00.

Cost per six-week production	$216.00

STACKING FLOOR TILE FOR AIR DRYING

Moving tile to drying shed at 1 1/2 cubic yard per 8 man hours at $0.30 per hour = $72.00.

Stacking tile for drying at rate of 5,000 tile per 8 man hours. 300,000 tile require 480 man hours at $0.30 per hour = $144.00

Cost per six-week production	$216.00

FIRING

Tile and brick will be fired in the same clamp. Estimated space requirement for 300,000 floor tile would be equal to one 45,000 brick clamp.

Total of 450,000 brick	=	10 clamps
Total of 300,000 tile	=	1 clamp
Total clamps		11 per year

- Stacking Clamp

Brick Rate at 1/2 cubic yard (230 brick) per man hour. 45,000 brick require 196 man hours at $0.30 = $58.80 per clamp.

Cost per year production (10 clamps)	$588.00

Floor Tile Rate at 5,000 tile per 8 man hours, 300,000 tile require 480 man hours at $0.30 per hour ($144.00).

Cost per year production-for stacking	$732.00

- Building Clamp Skin

A clamp to hold 45,000 brick equivalent requires 5,000 expendable brick (at wall thickness of 4.5"). Brick would be laid dry and plastered over with mud. Clamp skin of 5,000 brick measures approximately 30 ft. long x 15 ft. wide x 12 ft. high. 5,000 brick = approximately 11 cubic yard. One quarter yard of brick can be laid per hour. Therefore, the clamp skin can be constructed in 44 man hours plus 4 hours for patching = 48 man hours at $0.30 per hour = $14.40 man hours per clamp.

Cost per year production (11 clamps)	$158.40

- Firing Clamps

Firing must start slowly for preheating and watersmoking for about 24 hours. Actual firing will require approximately 48 hours, or a total firing time of 72 hours. This firing will require 4 men throughout the 72 hour period, or 288 man hours at $0.30 per hour = $86.40 per firing.

Cost per year production (11 firings)	$950.40

- Firewood

3 cord firewood per 4,000 brick at $6,00 per cord = $202.50 per firing.

Cost per year production (11 firings) $2,227.50

- Expendable Brick Skin

5,000 brick at $0.02 each = $100.00 per firing.

Cost per year production (11 firings) $1,100.00

- Removal of Clamps

5,000 brick per 16 man hours at $0.30 per hour = $4.80 per clamp.

Cost per year production (11 firings) $52.80

MANAGEMENT

- Cost per year production $6,000

DEPRECIATION

- Buildings

- Clay Drying Shed to accommodate 6 cubic yard of raw clay per day during a 10-day drying cycle. Estimated square footage needed for spreading out of clay (to approximately 3" thickness) plus turnover space would be approximately 1,000 sq. ft. at $0.30 per sq. ft. = $300.00.

Cost at 10 years $30.00

- Clay Storage Bin

15' x 15' x 3' = 180 sq. ft. bin constructed of cement block at $0.30 per sq. ft. = $54.00.

Cost at 10 years $5.40

- Clay Storage and Processing Shed

Open-sided galvanised rood shed to cover clay storage bin, clay-grinding machine, hydraulic press equipment, and working area to be approximately 30' x 60' = 1,800 sq. ft. at $0.30 per sq. ft. = $540.00.

Cost at 10 years $54.00

- Brick Drying Shed

1,000 sq. ft. at $0.30 per sq. ft. = $300.00.

Cost at 10 years $30.00

- Office

At $750.00.

Cost at 10 years $75.00

- Equipment

1 each Bon-Accord rice huller (No. 1) at $469.00
1 each 11.5-14 horsepower diesel motor at $640.00
Plus accessories and installation costs at $50.00 = $1,159.00.

Cost at 10 years $115.90

	$
1 each hydraulic pump	850.00
1 each hydraulic accumulator	1 540.00
1 each hydraulic press	960.00
1 each diesel motor	400.00
6 each steel brick moulds at $60.00	360.00
6 each steel floor tile moulds at $60.00	360.00
Miscellaneous and installation	530.00
	5 000.00

Cost at 10 years $500.00

- Hand-tools

	$
8 each wheelbarrows at $25.00	200.00
10 assorted shovel and spades at $5.00	50.00
4 each axes at $5.00	20.00
	270.00

Cost at 5 years $54.00

INVESTMENT COSTS

Start up costs are based on 2,100 brick output per day of 22 working days plus 10 drying days, or 32 working days plus firing costs for 45,000 brick.

- LABOUR

				$
Digging clay at	$7.20	per day	x 32 days	230.40
Drying clay	3.60	"	"	115.20
Grinding clay	3.36	"	"	107.52
Grinding clay	7.20	"	"	230.40
Mixing clay	7.20	"	"	230.40
Fabrication	9.60	"	"	307.20
Drying brick	4.80	"	"	153.60
Site preparation				100.00
				1 474.72

- FIRING

	$
Stacking clamp	59.00
Clamp skin	15.00
Firing	86.00
Firewood	203.00
Brick	100.00
Removal	5.00
	468.00

- MANAGER SALARY 2 months $1 000.00

Total capital, Start Up Costs of Labour and Raw Materials $2 942.72

CAPITAL REQUIREMENT

	$
- Start Up Costs of Labour and Raw Material	2 942.72
- Buildings	1 944.00
- Equipment	6 429.00
	11 315.72

Cost of loan at 8% Interest $905.26

Repayment of loan (11,315.72) in 5 years per year $2 265.14

SUMMARY OF COSTS

LABOUR (BRICK) (9" x 4.5" x 2.5") 450,000 brick per year

	$	
Digging and hauling clay	1 548.00	
Drying clay	774.00	
Grinding dried clay	2 270.00	
Mixing and granulating clay	1 548.00	
Fabrication	2 064.00	
Stacking for air drying	1 032.00	
Machine operating, including fuel, etc.	1 500.00	
	10 736.00	
Cost per year production		$10 736.00

LABOUR (FLOOR TILE) (4" x 4" x 3/8") 300,000 tile per year

	$	
Digging and hauling clay	54.00	
Drying clay	27.00	
Grinding clay	84.00	
Mixing and granulating clay	54.00	
Fabrication	216.00	
Stacking for air drying	216.00	
	651.00	
Cost per six-week production		$651.00

FIRING (Brick and floor tile together)

	$	
Stacking clamp	732.00	
Building clamp skin	158.00	
Firing clamps, labour	950.00	
Firewood	2 227.00	
Expendable brick skin	1 100.00	
Removal of clamps, labour	52.00	
	5 219.00	
Cost per year production (11 firings)		$5 219.00

MANAGEMENT

Cost per year production	$6 000.00

DEPRECIATION

- Buildings		
Clay drying shed	30.00	
Clay storage bin	6.00	
Clay storage and processing shed	54.00	
Brick drying shed	30.00	
Office	75.00	
- Equipment		
Grinder, including motor, etc.	116.00	
Hydraulic press including accessories	500.00	
Hand-tools	54.00	
	865.00	
Cost at 10 years production		$865.00

CAPITAL REQUIREMENT (total 11,315.72)

	$
- Cost of loan at 8%	905.00
- Repayment of loan per year	2 265.00
	26 641.00

PROFITABILITY

* Costs

	$
Brick (labour)	10 736.00
Floor tile (labour)	651.00
Firing	5 219.00
Management	6 000.00
Depreciation	865.00
Cost of loan at 8%	905.00
Repayment of loan (5 years)	2 265.00
	26 641.00

* Sales

	$
450,000 brick at $50.00 per 1,000	22 500.00
300,000 floor tile at $35.00 per 1,000	10 500.00
Gross sales	33 000.00
Less costs	26 641.00
Net profit	6 369.00

ANNEX II

(paragraph 29)

HANDICRAFT DEVELOPMENT - PROJECT OUTLINE

Evidence has been given that handicrafts and small-scale industries can prove to be effective money earners for Fiji, and that village and island groups especially would benefit from further development. The programme as proposed to the Government ("Handicrafts Marketing Proposals") in December 1971 would place emphasis on training in new product design to meet customer demand, efficient production and effective marketing.

The proposed design-production centre which could preferably be set up in a village environment. The centre would start on a pilot basis and promote one sector of handicrafts at a time. In this connection, a project on doll manufacturing has demonstrated excellent possibilities; and studies on production of handmade brick and floor tile have been completed, which promise good success if implemented.

Feasibility studies should be made on each proposed new product, after which designs and prototype models would be test marketed and produced in accordance with customer demand. When the product has become established on the market, manufacture could then be turned over to selected village or island groups, under extension training for production. Marketing and distribution could be carried out through the National Marketing Authority, and thus the various production centres could pay for themselves as they grow.

The project would require initial assistance from the Government. This would include a yearly estimated expenditure of $45,000 the first year and $85,000 the second. Complete return would be expected by the end of the second year.

The participation of outside technical assistance would amount to $130,000 the first year and $170,000 the second. This rather high estimate would include designing and developing of new products as well as expert advice, training, and assistance in the establishment of various production centres.

FINANCIAL DETAILS

PHASE I

(1st Year) INTERNATIONAL INPUT

Experts*

		m/m	US$
-	Project Manager	12	30 000
-	Expert in handicrafts design and styling	12	30 000
-	Craft specialists:		
-	Pottery and handmade brick (12 mm) (Unspecified) (6 mm)	18	45 000
-	Expert services 1st year	42	105 000
-	Equipment for workshop and transport		15 000
-	Working capital for raw materials and experimental new product development		10 000
			130 000

GOVERNMENT CONTRIBUTION

1st Year

The Government's contribution will be represented by personnel premises, vehicles, equipment and operating expenses, allocated from the National Marketing Authority Fund.

ESTIMATED CAPITAL REQUIREMENT FOR 1ST YEAR'S OPERATION

		US$
-	Buildings, tools and equipment, office space and equipment, display salesroom including display units counters, etc.	5 000.00
-	Manufacturing costs including labour and management, raw materials and other expendable items	30 000.00
-	Marketing and sales including market research, distribution, advertisement and promotion, as well as stock items	10 000.00
	Estimated total capital requirement 1st year	45 000.00

ESTIMATED GROSS SALES FOR 1ST YEAR'S OPERATION

-	Clay products, brick, pottery and other items glazed or unglazed	20 000.00
-	Novelty and gift items made from various raw materials or combinations	15 000.00
-	Games, kits, toys, dolls, jewellery; other decorative accessories	10 000.00
	Estimated total gross sales 1st year	45 000.00

PROFIT OR LOSS TO NATIONAL MARKETING AUTHORITY 1ST YEAR

-	Estimated gross sales	45 000.00
-	Estimated cost	45 000.00
	Estimated net profit	nil

(2nd Year) INTERNATIONAL INPUT

Experts*

		m/m	US$
-	Project Manager	12	30 000
-	Expert in handicrafts design and styling	12	30 000
-	Craft specialists (unspecified) (2)	24	60 000
-	Marketing expert	12	30 000
		60	150 000

Total Expert Services 2nd Year	US$
- Equipment for workshop and transport	10 000
- Working capital for raw materials and experimental new product development	10 000
Total amount assistance 2nd year	170 000

GOVERNMENT CONTRIBUTION

2nd Year

As in first year of operation funding would be the responsibility of the National Marketing Authority.

ESTIMATED CAPITAL REQUIREMENT FOR 2ND YEAR'S OPERATION

- Building, etc.	5 000.00
- Manufacturing cost including continuation and expansion of proven items from previous year, plus development of new products as well as management costs	60 000.00
- Marketing	20 000.00
Estimated total capital requirement 2nd year	85 000.00

ESTIMATED GROSS SALES FOR 2ND YEAR'S OPERATION

- Clay products, brick, floor tile, roofing tile, decorative ceramic wall tile, mosaic tile, beer mugs, ash-trays, other accessory items and gifts	35 000.00
- Novelty, souvenir, gift items made from various raw materials for tourist and limited regional and overseas markets	25 000.00
- Home furnishings and decorative accessory items; lamp and lampshades, ratan furniture, floor coverings, wood carvings etc., local market	10 000.00
- Games, kits, toys, dolls, jewellery etc., tourist and regional export	20 000.00
Estimated total gross sales 2nd year	90 000.00

PROFIT OR LOSS TO NATIONAL MARKETING AUTHORITY 2ND YEAR

- Estimated gross sales	90 000.00
- Estimated cost	85 000.00
Estimated net profit	5 000.00

*HANDICRAFTS MARKETING PROJECT: FIJI
TENTATIVE JOB DESCRIPTION

POST: PROJECT MANAGER

DESCRIPTION OF DUTIES

Specific:

1. To advise in and promote the establishment of further handicrafts industries to satisfy market demands and to increase work opportunities for the country by establishing priorities on design, production and marketing activities based on market research, feasibility studies and cost-flow sheets for each product.

2. To advise, promote and participate in the establishment of a viable Design-Production-Marketing Centre, which is necessary to the growth of rural industry and the handicrafts sector.

3. To advise and guide individual members of the team and co-ordinate their work activities toward making the Centre self-generating in funding matters, and the ultimate establishment of new handicrafts and rural industries products.

4. To advise Government on any suggested change in policy and to serve as the channel of communication between government authorities and members of the team.

POST: DESIGNER FOR GIFTS AND DECORATIVE ACCESSORIES

DESCRIPTION OF DUTIES

Specific:

1. To advise and assist in design implementation for new products in the handicrafts and small-scale industries sector, with particular reference to customer demand for Fijian products and the use of local raw materials.

2. To advise and assist in implementation of improvements in design of presently-made handicrafts to cater to tourist, local and export markets according to customer preference.

3. To advise and assist in the designing of prototypes required for market testing, efficient production, and customer feedback reaction; articles to be produced under the auspices of the proposed Production-Marketing Centre.

4. Work closely with and help co-ordinate activities of all members of the team and associates.

5. Train counterpart staff.

Qualifications:

1. College degree or equivalent with background in fine and/or commercial art. Design emphasis in ceramics, plaited ware, wood carving and jewellery.

2. At least two to five years' practical design experience in the commercial world.

3. Current knowledge of world market demands and trends in the field of art, handicrafts, gifts and decorative accessories.

4. Knowledge and experience in designing for dress fashions and accessories and especially jewellery would be very helpful.

5. Ability to extend ideas to an understanding of South Pacific customs and art forms and to create fresh, new product ideas for Fiji.

6. Knowledge of English.

POST: BRICK AND TILE MANUFACTURE

Specific:

1. To advise and implement the use of the hydraulic press for brick and tile manufacture.

2. To advise and help implement the use of wood-firing clamps for production of quality products at minimum cost.

3. To advise on and oversee entire brick and floor tile production and to establish the pilot centre on an economical basis.

4. Supervise twenty to thirty untrained workers.

5. To train counterpart staff.

Qualifications:

1. Knowledge in the use of the hydraulic press for fabrication of brick and floor tile.

2. Knowledge and experience in the entire process of manufacturing brick and floor tiles and firing in wood clamps (45,000 bricks) on a village-type level.

3. Knowledge of Hindi and English.

HANDICRAFTS MARKETING PROJECT: FIJI
TENTATIVE JOB DESCRIPTION FOR
ASSOCIATE EXPERTS OR US PEACE CORPS VOLUNTEERS

A. Market Research and Analysis

General:

Under the technical and administrative directions of the Handicrafts Marketing Manager (the national counterpart to the Handicrafts Marketing Adviser), the associate expert will assist the Government of Fiji to further develop the handicrafts industries sector. In particular, to gather as much factual market information on local (tourist-visitor) Fiji markets so that decisions may be based on factual information and not guess work. The associate expert would also assist the Handicrafts Marketing Manager in analysis and interpretation of handicrafts market intelligence.

Specific:

1. To advise and assist in obtaining all possible data regarding the handicrafts market, local tourist-visitor as well as export.

2. To advise and assist in costing of various activities to assist in marketing strategy.

3. To advise on best price policy for each item produced, to cover Fijian home markets as well as export markets.

4. To evaluate and analyse marketing data to provide a continuous marketing intelligence for the handicrafts industry.

5. To train national counterpart staff.

6. To assist in the preparation of handicrafts marketing reports, information sheets, etc.

Qualifications:

Market Research and Analysis Specialist

1. Background in economics, accounting, statistics, analysis, general marketing and consumer surveys.
2. College graduate preferred. Need not have actual experience in market research and analysis but should be able to apply skills to practical marketing programme.
3. Ability to get along with people well and to train others in his speciality.

B. Advertising and Sales Promotion

General:

Under the technical and administrative direction of the Handicrafts Marketing Manager (national counterpart to the Handicrafts Marketing Adviser), the associate expert will assist the Government of Fiji to further develop the handicrafts industries sector. In particular through advertisement and sales promotion both in Fiji and on export markets.

Specific:

1. To advise and assist in advertising and sales promotion which will influence the customer and stimulate demand for any and all locally produced handicraft items.
2. To advise on establishing and maintaining a showroom of Fijian handicraft products.
3. To advise and assist in creating a working file on what handicraft items are available in Fiji, where, in what quantity and at what price.
4. To advise and assist in consultation with market research and analysis personnel, as well as others connected with the handicrafts marketing project, on marketing strategy.
5. To suggest all possible ideas which will help influence sales, such as packagings, item tags, etc.

Qualifications:

Advertising and Sales Promotion Specialist

1. Background in the field of marketing and/or advertising.
2. College graduate preferred. While practical experience in the field would be desirable, a person with imagination and enthusiasm for the job and who has technical training in the field could make a great contribution.
3. Ability to advise, train and to get along with others.
4. Must be adaptable to a unique situation, where organising sales for export markets may prove difficult and trying at times.
5. Ability to advise and assist in point-of-sale promotions for a variety of handicraft products is desirable.

C. Product Manager for Household Gifts and Decorative Accessories

D. Product Manager for Wearing Apparel and Accessories

E. Product Manager for Toys Dolls, Games and Leisure-Time Products

General:

Under the technical and administrative direction of the Handicrafts Marketing Manager (national counterpart to the Handicrafts Marketing Adviser), the associate experts will assist the Government of Fiji in the development of the handicrafts industries sector. In particular, the product managers will be concerned with activities in specific production in the field of handicrafts. They must ensure that products are well designed or otherwise adapted, packaged, advertised and distributed in accordance with requirements of the local and export markets.

Specific:

1. To advise and assist in the co-ordination and integration of production and marketing of handicrafts products by working closely with the marketing staff as well as the producers.

2. To advise and assist the producer in design, colour, size, quantity, quality, price, delivery times, etc., in order to enable him to best meet consumer demand.

3. To advise and assist in translation consumer reaction and feedback into product modification or creation of new products.

4. To advise and assist in product distribution matters, such as in packing, crating, filling of orders, etc., in order to make products available and easy to buy, both locally and on export markets.

Qualifications:

C. Product Manager: Specialist in Household Gifts and Decorative Accessories

1. Strong art and design background.

2. Specialised training in woodwork, wood carving, ceramics, applied or industrial design especially in connection with products for the home and interior decoration of all kinds.

3. Experience in actual production situation, such as work in a brick, ceramic, or furniture manufacturing operation is highly desirable.

4. Must have the ability to adapt design concepts to hand crafted items emphasising the unique flavour of the South Pacific and Fiji in particular.

5. The associate will be required to work in the field with various producers and co-ordinate all activities between producer, marketing manager and customers.

6. Ability to translate customer demand and feedback into practical production will be required.

Qualifications:

D. Product Manager: Wearing Apparel and Accessories Specialist

1. Background in fashion designing with some emphasis on hand crafted work is desirable.

2. Knowledge and experience in working with products made from straw, grass or other fibrous materials is also highly desirable.

3. Ability to utilise techniques and decorative motifs which have a Fijian flavour and to translate these into highly unique and saleable products for tourist visitors to Fiji as well as for export markets in Australia, North America and Europe.

4. Must be willing to work and travel in the country and to assist and organise producers, mostly women, in product modification and development of new products.

Qualifications:

E. Product Manager: Toys, Dolls, Games (Leisure Time) Products Specialist

1. Background in fine art, applied or industrial design, all handicrafts and packaging.

2. A highly imaginative person who can show ability to translate product ideas into production for sales, this field requires a creative individual with some practical experience as market research of both tourist-visitor and the export markets presently indicates.

3. The ability to utilise and combine such raw materials as pandanus and coconut fibres, pottery, seeds, shells, tapa, exotic woods, etc. to create new products with a Fijian flavour.

4. The associate may be required to sell his product ideas to self-help community situations and be willing to carry these ideas through stages from pilot models, consumer reaction, production, packaging, promotion, distribution and sales.

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ABSTRACT: THE OBJECTIVES OF THE SEMINAR WERE TO STUDY AND EVALUATE COMMERCIAL TRAINING PROGRAMS IN THE ENGLISH-SPEAKING AFRICAN REGION IN ORDER TO FORMULATE GUIDELINES FOR FURTHER DEVELOPMENT AND IMPROVEMENT. THE 27 PARTICIPANTS WERE COMMERCIAL TEACHERS AND ADMINISTRATORS FROM 16 ENGLISH-SPEAKING AFRICAN COUNTRIES AND THE EAST AFRICAN COMMUNITY. MOST OF THE 27 OBSERVERS WERE TEACHERS AND OTHERS INVOLVED IN COMMERCIAL EDUCATION IN KENYA. SEMINAR ACTIVITIES CONSISTED OF LECTURES, PRESENTATION OF WORKING PAPERS, PLENARY AND GROUP DISCUSSIONS, A PANEL DISCUSSION WITH UNION AND EMPLOYERS' REPRESENTATIVES, PRACTICAL DEMONSTRATIONS, VISITS, HANDOUTS, AN EXHIBITION, AND PARTICIPANT EVALUATION. DISCUSSION TOPICS INCLUDED TRAINING STANDARDS, TRAINING METHODS AND TECHNIQUES, TRAINING EQUIPMENT AND MATERIALS, THE ENGLISH LANGUAGE AS AN INTEGRAL PART OF COMMERCIAL TRAINING, SHORTHAND SYSTEMS, AUDIO-TYPEWRITING, AND UPGRADING AND SPECIALIZATION OF TEACHERS. OUTCOMES OF THE DISCUSSIONS WERE 25 RECOMMENDATIONS FOR IMPROVEMENT IN AREAS OF CONCERN. PARTICIPANT INTEREST WAS HIGH, AND THE SEMINAR FILLED A NEED FOR THE EXCHANGE OF VIEWS AND COLLABORATION IN FINDING SOLUTIONS TO MUTUAL PROBLEMS. APPENDIXES CONTAIN LEADERSHIP AND SECRETARIAT PERSONNEL, PROGRAM AGENDA, LISTS OF PARTICIPANTS AND OBSERVERS, GROUP DISCUSSION QUESTIONS AND GROUP MEMBERS, AND LISTS OF FILMS SHOWN AND HANDOUTS DISTRIBUTED. (AUTHOR/RG)

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INTERNATIONAL LABOUR OFFICE
SWEDISH INTERNATIONAL DEVELOPMENT AUTHORITY

REPORT

on

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Mombasa, Kenya, 11-23 August 1975

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I. INTRODUCTION

1. Within the framework of its co-operation with the Swedish International Development Authority (SIDA), the International Labour Office (ILO) submitted in 1972 a project proposal for a Commercial Training Seminar for English-speaking African countries.

2. In 1973 SIDA agreed to finance the seminar and it was decided that:

(a) the seminar should take place in August 1975;

(b) the participants should be commercial teachers, heads of commercial schools or administrators of commercial training;

(c) the seminar should be held in one of the secretarial training colleges set up with the assistance of SIDA.

3. In September 1974, the Government of Kenya agreed to host the seminar and it was suggested that it be held at the Government Secretarial College in Mombasa. It is very interesting to note that from 1963 to 1967 the SIDA and the ILO were jointly involved in starting secretarial training and secretarial instructor training in Kenya.

4. The objectives of the seminar were to study and evaluate commercial training programmes in the English-speaking African region with a view to elaborating appropriate guidelines for future action. In the letter of invitation to the seminar, participants were asked to examine problems involved in preparing and conducting successful commercial training programmes to enable them to obtain new ideas and fresh views on commercial training in order to improve and develop appropriate programmes in their respective countries.

5. The Director-General of the International Labour Office wishes to express his sincere thanks and appreciation to the Governments of Sweden and Kenya for their generosity, co-operation and hospitality in making the seminar possible, and, in particular, he wishes to place on record recognition of the invaluable assistance given by the Directorate of Personnel Management through the Government Secretarial College in Mombasa as host of the seminar.

6. Thanks are also due to the Central Organisation of Trade Unions of Kenya, the Federation of Kenya Employers and the National Chamber of Commerce and Industry (Mombasa branch) for their participation in the seminar discussions and to the East African Harbours Corporation and the East African Posts and Telecommunications Corporation for the very interesting tours which were organised for the participants.

7. This report summarises the main facts, conclusions and recommendations of the seminar. It has intentionally been kept concise in the hope that all those who are interested in and concerned with the subject will read the report and, where necessary, take the actions required. The aim of this report is to pave the way for future development of commercial training activities in English-speaking African countries.

II. ORGANISATION AND ADMINISTRATION OF THE SEMINAR

A. Technical preparations

8. At the end of 1974, the ILO recruited Miss Josephine Shaw, ILO expert in commercial training in various African countries, to undertake the preparatory work for the seminar. From January to February 1975 Miss Shaw was attached to the Vocational Training and Guidance Branch of the ILO to prepare the basic working papers. An official invitation was prepared and sent to the governments concerned as well as to the East African Community. A provisional programme was set up; the final programme is attached as Annex 2.

9. The ILO nominated Miss Karin Schramm, responsible for the Commercial Training Programme with the Vocational Training and Guidance Branch at ILO headquarters in Geneva, as Director of the seminar and recruited the two consultants foreseen for the seminar: Mrs. Karin Bäcker, recommended by SIDA, as technical adviser for East Africa and Miss Josephine Shaw, ILO expert, as technical adviser for West Africa (see Annex 1).

10. In April 1975 Miss Schramm spent three days in Kenya to establish contacts, visit the Government Secretarial College in Mombasa and make necessary arrangements for the seminar.

B. Material arrangements

11. The seminar sessions were organised at the Government Secretarial College in Mombasa which comes under the Directorate of Personnel Management in the Office of the President. All available facilities and supporting services were at the disposal of the seminar: office space, a general lecture room for plenary sessions, discussion rooms for syndicate work, language laboratory, room for the exhibition, the dining hall for refreshments, the lounge for the official opening and closing ceremonies. As the students of the college were on holiday the staff of the college was made available to the seminar organisers.

12. Accommodation and meals were arranged for all participants at the Oceanic hotel, near the Government Secretarial College. Recreational facilities were available at the hotel and the College.

13. Transport was made available by the Government Secretarial College: two school buses and one minibus were at the disposal of the seminar to meet participants at the airport and to transport them between the College and the hotel.

C. Participants and observers

(i) Participants (see list in Annex 3)

14. The governments of 18 English-speaking African countries and the East African Community had been invited to send one or two participants to the seminar. They were to be commercial teachers, heads of commercial schools or administrators of commercial training.

15. The East African Community and 16 of the 18 countries invited nominated participants. The total number of participants was 27, ten of whom were commercial teachers, instructors or lecturers, eight were heads of commercial training departments or training institutions and nine were education officers or administrators of commercial training.

(ii) Observers (see list in Annex 4)

16. Observers had been invited from UNESCO, the World YWCA and the East African Examinations Council, the latter two sent one and two representatives respectively. Observers as distinct from official representatives (participants) were not financed by the seminar, but did receive seminar papers free of charge and participated in all the sessions, visits, etc.

17. At the request of the Government of Kenya, a number of commercial teachers and persons involved in commercial education in Kenya were admitted as observers. The total number of observers was 27 although some of them only came for part of the seminar.

18. SIDA was represented by Mrs. K. Bäcker, former SIDA expert at the Government Secretarial College in Mombasa, Mr. I. Nordstrom, SIDA commercial teacher at the same college and Mr. O. Englund, newly appointed commercial teacher at the Government Secretarial College in Nairobi. The two official representatives from the SIDA office in Nairobi were Mr. L. Andersson, head of section, during the first week, and Miss E. Nisseus, education officer, during the second week of the seminar.

III. PROGRAMME AND ACTIVITIES

A. Official opening and closing ceremonies

19. The seminar was officially opened on Monday, 11 August 1975 by the Hon. Oduya Oprong, MP, Assistant Minister for Labour. Speeches were given by Mr. L.S. Andersson on behalf of SIDA and by Mr. M.A.O. Ndisi, ILO Regional Director for Africa, on behalf of ILO. Addresses of welcome were given by His Worship the Mayor of the Mombasa Municipal Council and Mr. D. Akumu, Secretary General of the Organisation of African Trade Union Unity. The seminar was officially closed by Mr. J.A. Gethenji, Permanent Secretary and Director of Personnel Management. The conclusions and recommendations were presented by Miss K. Schramm, the ILO Director of the seminar and a vote of thanks given by Mrs. R.M. Domingo, Head of Commercial Section, Technical Institute, Freetown, Sierra Leone.

B. Approach to the seminar

20. The programme of the seminar is attached in Annex 2. It was decided that the approach to the seminar should allow for maximum participation and that the lesson/lecture method would be strictly limited. To allow for maximum subject coverage in the two weeks, it was decided that country papers should not be presented during the seminar. Participants learnt about the problems and situations in other countries through plenary and group discussions. The seminar can therefore be divided into:

(i) Lectures

21. The two technical advisers, Miss J. Shaw and Mrs. K. Bäcker, prepared lectures covering shorthand systems and training methods and techniques which included practical demonstrations and discussions. A third lecture on "self-instruction" was given by Mr. D.J. Pétry, Chief of the Research and Training Services Branch at the International Centre for Advanced Technical and Vocational Training in Turin/Italy. This lecture included the projection of a slide series on the "application of modules of employable skills to industrial vocational training" and on "the layout of a business letter". Use was made in these three lectures of training aids such as the flip chart, the overhead projector, film and slide projectors, role play and others.

(ii) Working papers

22. Five working papers had been prepared on the following subjects:

- training standards;
- training equipment and materials;
- English language as an integral part of commercial training;
- audio-typewriting;
- upgrading and specialisation.

The working papers were sent to the participants after receipt of their nominations and were distributed to the observers on arrival in Mombasa.

23. Leaders' notes and a discussion plan had been prepared and each subject was briefly introduced and followed by plenary and/or group discussions. Members of the directing staff shared chairmanship duties.

(iii) Plenary and group discussions

24. As this was the first seminar on commercial training ever held for English-speaking African teachers, heads of training institutions and administrators, who had been working more or less in isolation, maximum time was given to the exchange of views in plenary and group discussions (see group

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discussion questions in Annex 5). For this purpose participants and observers were divided into four working groups, each group having its own chairman and rapporteur. The composition of the groups is shown in Annex 6. Participants from the same country sat in different working groups.

25. The conclusions and recommendations of each group were distributed to each participant and observer and a general discussion took place to elaborate draft recommendations.

(iv) Panel discussion with union and employers' representatives

26. The Central Organisation of Trade Unions of Kenya (COTU), the Kenya Federation of Employers and the National Chamber of Commerce and Industry, Mombasa branch, had accepted ILO's invitation to join the seminar on Thursday, 14 August for an exchange of views and discussions on various aspects of commercial training.[1] The purpose was to make all those in charge of commercial training aware of the requirements and expectations of the employers and to give the trainers a chance to inform the employers about their difficulties in training with a view to finding together ways and means of improving the output in the commercial training field in the African region.

27. It became apparent in the discussions that there is a certain lack of liaison between the trainers and the employers. The participants stated that they do not know what kind of training is wanted by the employers and that the product of their training, i.e. secretaries, clerks, copy-typists, is not used properly: bosses are not dictating and secretaries lose their shorthand and other secretarial skills. It was suggested that there is a great need for job specifications and analysis and more and closer collaboration.

28. Employers' representatives insisted on entrance requirements into training. The basic level of education seems to have dropped in general and it was mentioned that in future it might be necessary to have General Certificate of Education "A" level students in training for middle and higher levels of office workers.

29. Trade union representatives mentioned that there are many drop-outs who should be given the opportunity to be trained for a job and that there should be more induction and upgrading training undertaken by employers and more information made available so that they would be kept up to date.

(v) Practical demonstrations

30. A role play was organised as a practical demonstration and part of the lecture on training methods and techniques. Students of the Government Secretarial College performed the role play simulating the difference between a good and a bad secretary.

31. A demonstration of a modern typewriting technique was given and interested participants took part in exercises on the typewriter practising the so-called fixed-tabular stops.

32. Groups of participants attended practical demonstrations in the language laboratory and on various office machines including, the electronic stencil cutter, reproduction equipment, addressing and calculating machines.

(vi) Films

33. A list of the films shown during the various sessions of the seminar is attached in Annex 7. They covered mainly office techniques, secretarial duties up to the effective use of a secretary by her boss. Most of the films were followed by discussion and roused great interest among the participants.

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[1] There were two representatives from each of the three organisations.

(vii) Visits

34. Two visits were organised as part of the programme, the first one to the East African Posts and Telecommunications Corporation (including sorting and parcels office, counter, telegraph room, telephone exchange and telex room) and the second one to the East African Harbours Corporation (including a briefing on the administrative structure and port operations, visits to the operation sites and central documentation office and a trip round the harbour). Both visits were of general and professional interest and gave rise to a great number of questions from the participants.

(viii) Exhibition

35. An exhibition was held in one of the classrooms of the college. A variety of machines available at the brand-new, SIDA-equipped college were displayed together with training posters, sample training packages, tapes, slide series, material for project work, catalogues and a great number of books on the various subjects taught in commercial training. There was also a shorthand exhibition with teaching and research material on various shorthand systems.

(ix) Handouts

36. A great number of handouts had been prepared either before or during the seminar and were distributed to the participants for future reference. A list of these handouts is attached in Annex 8.

(x) Evaluation

37. To enable those responsible for the the seminar to obtain some feed-back an evaluation form was distributed to the participants. The answers received were encouraging in so far as they stressed the interest taken by the participants in the seminar although participative methods were applied throughout, it appears that participants would have liked even more group work. Some of the participants suggested that preparatory work be done before the seminar, e.g. in the form of country papers which would of course raise other problems. Participants do not seem to have encountered any major problems and indicated their satisfaction.

IV. SUMMARY OF THE DISCUSSIONS

A. Training standards

38. Working paper No. 1 was the basis for both plenary and group discussions. It was agreed that the present standards of commercial training generally do not meet the requirements of employment. The two major factors contributing to inadequate standards are lack of trained teachers and lack of consultation between training institutions and employers. In addition it was felt that existing examinations are not always relevant to the job situation. If a syllabus geared to employment requirements could be established and a realistic duration period related to the likely level of trainees, decided upon, suitable trainees would then be selected.

39. It was stressed that suitable training should be made available depending on the academic attainment and aptitudes of trainees and taking into acccunt manpower needs.

40. The most important aspects of the contributory factors were the subjects of group discussion:

As a general comment it was pointed out that it would be difficult for teachers to improve themselves, produce materials to enhance their teaching, place more emphasis on practical training and consult employers unless the size of classes is limited and the teaching load lightened. The ideal size of class is 20 but 25 is manageable. A reasonable teaching load varies depending on the subject and, of course, the staff situation.

Working group 1:

41. The causes of inadequate standards were summarised as follows:

(a) insufficient number of properly trained teachers and trained teachers' lack of job experience;

(b) lack of incentive for desirable candidates to become commercial teachers;

(c) insufficient equipment due to inadequate finance;

(d) lack of liaison between trainers and employers;

(e) lack of upgrading and refresher training programmes for existing teachers;

(f) lack of interchange of ideas and information among teachers both locally and at international level;

(g) the examinations which at present qualify a commercial trainee for employment are too theoretical; there is no practical test to assess job performance.

Suggestions were formulated which would lead to an improvement in standards (see recommendations).

Working group 2:

42. Teacher training requirements for both new and existing teachers were set out. People with GCE "O" and "A" levels, degrees of professional qualifications should be selected for teacher training. The course would vary from one year for graduates and those with professional qualifications to three years for "O" level trainees with no commercial background. The necessity for job experience to be an integral part of the courses was stressed. Qualifications would be at various levels including Business Teachers' Certificate, Diploma and B.Ed. degree.

43. It was stressed that there is a great need for upgrading and refresher courses to be established for existing trained and untrained teachers. It is necessary to include both subject matter and teaching techniques. Participants from their own experience insisted on training in special aspects such as use of audio-visual aids (including the production of simple aids), and production and use of teaching aids generally.

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Working group 3:

44. National training standards were discussed in relation to examinations and testing. The group stressed the need for consultation between the various people and bodies responsible for training, examining and employing commercial trainees. Training should be geared towards qualifications for jobs, e.g. typist, rather than subject examinations.

45. Training standards should be prepared by first establishing job requirements. Consultation with employers is essential. The type and level of qualification can then be decided. The test must be an assessment of the trainee's ability to do the job as required by employers. The entry qualifications (age, academic attainment, previous commercial education, aptitudes) can then be laid down and a training syllabus prepared indicating duration of course, course content and time allocation for each specific component of the course.

46. It was agreed that even when courses are made as practical as possible, training should include job experience to prepare the trainee for employment. Evaluation is necessary to ensure that such job experience is adequate and relevant. Questionnaires completed by both trainees and employers would be a means of evaluation.

Working group 4:

47. Aptitude testing and vocational guidance were considered to be essential processes in selecting entrants to commercial courses. It was agreed that vocational guidance should be provided for potential trainees before entering commercial courses, for specialisation during courses and on a continuing basis for remedial purposes. Aptitude tests should be given to all before a final choice is made of the training programme to be followed.

B. Training methods and techniques

48. A paper was presented by Mrs. K. Bäcker, Technical Adviser, explaining and demonstrating the teaching methods and techniques available to the commercial teachers. Plenary and group discussions followed the presentation.

Working group 1:

49. It was pointed out that job experience[1] is essential for commercial courses leading to employment and teachers must collaborate with employers to ensure that the objectives are achieved. Employers have to be informed of the level and ability of each trainee and asked to prepare a proper training programme. Trainees should report on the job experience stating:

(a) name of organisation and department worked in;

(b) duties undertaken;

(c) new equipment seen operated;

(d) problems encountered;

(e) any recommendations.

Employers should also be asked to report on the trainees.

50. The arrangement of job experience must depend on circumstances in each country. It could be on Saturday mornings, one day a week or in a block of say three or four weeks either during term or during vacation. The trainees should understand that job experience is a part of their training. They will be paid out-of-pocket expenses, but no salary.

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[1] During the seminar the term "practical training" was used but as there was confusion between institutional training with a practical bias and working in an office the term "job experience" is preferred.

51. It was stressed that it is essential for teachers to be in contact with both trainees and employers during the job experience period to ensure that the trainee is fully and properly occupied.

Working group 2:

52. The lack of adequate and suitable training materials is a major problem for teachers. There is a great need for teaching aids relevant to local situations including textbooks, visual aids, etc., and teachers should be trained not only to use them, but also to produce them. It was suggested that teachers be allocated time for producing materials because at present heavy teaching loads preclude development in this area. Resource centres could be set up both on a national and on a regional basis. Much emphasis was laid on the need for research to be carried out to find out precisely what commercial teachers need in the way of materials to assist them in their teaching, especially on the practical side.

Working group 3:

53. It was found that the modular approach might be used in commercial training in a variety of ways but as almost no research has been done in this area this would be the first step. Office practice topics appear to lend themselves most readily to the modular approach so they might be used as the starting point. It was pointed out that since the modular approach is a new concept to commercial teachers it would be useful to arrange seminars to discuss developments and involve them in validation.

Working group 4:

54. Much stress was laid on integrating the various subjects in a commercial course. Liaison between teachers is essential in respect of preparing time-tables and subject content. Consultation between teachers would ensure that schemes of work avoid overlapping as far as possible and that the sequence of training is appropriate. Practical training as a means of integrating subjects was also stressed.

C. Training equipment and materials

55. An exhibition was organised showing a great variety of office training equipment available at the Government Secretarial College as well as a great number of textbooks in various subject areas (book-keeping, accounts, economics, commerce, office practice, shorthand, typewriting, etc.). There were also posters, tapes, slide series and training material in office practice and examples of training packages. After the exhibition and on the basis of working paper No. 2 on the same subject, the training equipment and material available on the African market was discussed.

(a) Equipment

56. There was a general complaint that there is not enough equipment available in the majority of the training institutions.[1] The training given to students can therefore not be practical enough, students and teachers become frustrated and employers complain about the inadequacy of training. Furthermore, those who have to authorise new equipment do not always understand why certain equipment is necessary for the training of office workers for the preparation of training materials.

57. All those concerned agreed that whenever equipment is donated on a bilateral basis by certain governments this creates a number of problems due to the fact that this equipment is not fully adapted to local needs: (i) inavailability of maintenance service for certain makes; (ii) lack of spare parts for these makes;

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[1] Only those institutions who have received international or bilateral technical assistance reported to be well equipped. Some of the equipment exhibited was unknown by a number of participants.

(iii) lack of staff trained to maintain and use this equipment. It therefore often happens that equipment is not in use - and sometimes remains even unpacked for these reasons.

(b) Textbooks

58. It was agreed generally that the textbooks available on the market are inadequate for training purposes in English-speaking African countries. It was mentioned that there are too many books on certain subjects (e.g. typewriting); each teacher wants to introduce "his" book when he joins a training institution and the choice is extremely difficult.

59. However, there is a great lack of textbooks (e.g. on commerce) adapted to the African student and the African situation. One example picked out at random is the "National Giro", which being a British institution is described in the majority of textbooks without being relevant to the African continent.

60. It was consequently suggested that more African teachers should write textbooks. However, such an undertaking would appear to be extremely difficult under the present circumstances: (i) publishers are generally not interested in books to be sold at less than 10,000 copies; (ii) writers should be teachers, but the teaching load and the lack of qualified teachers do not allow for textbook writing; (iii) it takes up to five years to produce a textbook; teachers want to be paid for textbook writing; (iv) teachers have no training or experience in textbook writing.

61. It was therefore concluded that unless international assistance can be obtained it will be impossible to write and produce Africanised textbooks. Adaptation of foreign textbooks, it was mentioned, has not produced the expected results, books become extremely bulky as the tendency is to take out very little and to add a lot.

(c) Other training materials

62. It was agreed that besides the textbooks imported from Great Britain, the USA or elsewhere there is very little teaching material available to the commercial teachers in English-speaking African countries. Films and slides and other materials adapted to local situations are non-existent. To this must be added the fact that teachers are not trained in the use of audio-visual aids and even less in their production. Research is also needed to achieve the maximum use of local materials. It was agreed that there is an urgent need to establish resource centres at national and/or regional levels.

D. English language as an integral part of commercial training

63. The discussion was based on points raised in working paper No. 3. In plenary discussion the main points raised were:

(a) in some institutions English language is taught by "service" teachers who have no commercial background;

(b) lack of suitable material for developing the skills of communication in the business context;

(c) low standard of English language due to it being a third language in countries where the national language is not English; and

(d) the language standard of some teachers is not as high as is desirable.

64. It was pointed out that methods of teaching English should be included in commercial teacher training courses. There would be difficulty in including this because time was already fully utilised in these courses. Students need to be encouraged to read and to be guided in their choice of reading material to ensure that it is of a suitable level and content.

65. Group discussion covered four topics:

(a) action to be taken to ensure that every commercial teacher is also a language teacher;

(b) ways of improving the language part of commercial courses;

(c) the kinds of materials needed for language training;

(d) policy changes needed to raise the unsatisfactory language level of trainees entering commercial courses.

The following points and suggestions emerged.

66. It is essential that all commercial teachers should themselves have a high standard of language knowledge and communication skills. In countries where there are two languages, one for internal and one for external communications, there are additional problems, because English is a second and even third language and is taught in schools as such.

67. "Service" teachers should be given a business orientation course to enable them to make their teaching relevant to the content of commercial courses. They should also consult and collaborate with the commercial teachers so that there is as much subject integration as possible.

68. It was found that a teacher's certificate course for teaching English in commercial courses would be useful. This could be conducted on a part-time basis. Furthermore, all primary and secondary school English teachers should be taught the methods of teaching English as a second language.

69. The materials and equipment available for teaching English language in commercial courses are inadequate. Language laboratories would be a valuable aid in developing communication skills. The production of language training materials related to business subjects is a pressing need.

E. Shorthand systems

70. After presentation of a paper on shorthand systems by Miss J. Shaw, Technical Adviser, the participants went into plenary discussion. The main points covered included the necessity for a minimum level of language ability for those entering stenography courses. The desirability of a high level of communication skills was also stressed. Ideally, the potential stenographer should have a broad educational background.

71. The problems involved in introducing new shorthand systems were discussed. There was a fear that there could be a proliferation of systems, making the already difficult situation caused by lack of teachers even more difficult. There might also be employer resistance to new systems. It was agreed that precise guidelines for experimental courses should be carefully prepared. (A specimen set of guidelines was handed out to participants.) If possible experimental courses should consist of two groups, one learning the conventional system currently used, and one learning a new system. Results could then be compared.

72. Participants stressed two aspects of stenographers' work in government service:

(a) salary structure is geared to the attainment of speeds rather than to ability to take dictation and transcribe in the office situation. Methods of assessing salary scales in the secretarial grades should be reviewed;

(b) in most countries a stenographer is assigned to an officer of a certain grade regardless of whether he is able or wishes to dictate. Dictation skills should be taught to all officers who have the services of a stenographer or secretary.

F. Audio-typewriting

73. Working paper No. 4 formed a discussion basis. The use of audio-typewriting equipment was demonstrated and the participants had a brief practice session. They also listened to some audio dictation so that they would have an idea of an audio-typist's difficulties.

74. From discussion it was realised that audio-typewriting is relatively new in some countries. Where it is being used by employers it should be included in typewriting courses. The most effective way is a "conversion" course given to typewriting trainees when they have mastered the keyboard and can type at about 30/35 words a minute. This would probably take about 20 hours.

75. In countries where audio-typewriting is not yet used preparation for its advent later would be useful. This could be achieved by including an audio element at the keyboard mastery stage. This would be supplementary to the normal copying method.

76. As provision of equipment would be a problem in many training institutions, it was suggested that international or bilateral assistance would be valuable in this area.

G. Upgrading and specialistion

77. Working paper No. 5 was used as a discussion basis. The idea of upgrading training for all office staff including the lowest levels was a new concept to some of the participants. The difference between efficiency and promotional training was discussed. Efficiency courses aim to improve the existing employee's present job performance. Promotional courses aim to prepare trainees for a higher-level job. It was agreed that upgrading training - especially for efficiency - is needed for many existing office employees from messenger level up. Such courses would vary in duration from a few days to several months depending on the training requirements. Existing training institutions could assist by providing formal training courses to complement on-the-job training. To improve the standard of on-the-job training all employees above the level of messenger should be taught basic on-the-job training techniques as part of every course conducted for them.

78. It was thought that employer reaction to the idea of training all staff might not be very favourable. However, personal contact between trainers and employers ought to overcome this. In addition, employers should give proper induction training to all new employees.

79. It was pointed out that small organisations could not release staff for day-time training, but employers could be encouraged to sponsor their employees for evening courses. At present lack of staff and accommodation limit the number of evening classes that can be conducted. The question of the high drop-out rate in evening classes was raised. This may be mainly due to the poor quality of the teaching which lacks the motivation element. This is especially important in evening classes as trainees are tired after a day's work. The introduction of single subject teacher's certificates might encourage qualified office staff to become evening class teachers. Suitable training could be given through evening classes and/or correspondence courses.

80. On the question of specialisation it was agreed that all trainees should have a fairly broad background of commercial knowledge before choosing a particular area for further training. In addition it would be valuable if basic commerce could be included in middle and secondary school curricula as a compulsory subject, though it need not be examinable.

V. CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

81. It was obvious from the start that this first seminar on commercial training corresponded to an actual need. The interest shown in the seminar was much greater than expected, above all as far as those directly involved - teachers, principals, education officers, etc. - were concerned. There were a number of excellent contributions and a very strong desire to get away from isolation, to exchange views, collaborate in finding solutions and suggesting remedial actions. There was also a strong desire to obtain more international assistance in specific areas and above all in the training and upgrading of teachers.

B. Recommendations

82. The following recommendations are the outcome of the various seminar sessions. They have been approved in plenary discussions and are presented in subject order.

Training standards

Recommendation 1: A national consultative committee/council for commercial education and training should be established in each country composed of representatives of the ministry of education, ministry of labour, university (if relevant), commercial teacher training institutions, employers' associations, manpower planning department, examining boards, unions, private schools and any other body or organisation concerned with the training or employment of office staff. The committee/council would provide a forum for the exchange of information on employment requirements and training development.

Recommendation 2: The committee/council should appoint panels/subcommittees to set national standards for commercial occupations, viz. receptionists and telephone operators, all grades of secretarial staff, clerks including specialist areas such as accounts clerk and store clerk. The panels would consist of representatives of employers and teachers with expertise in the relevant areas of commercial training.

Recommendation 3: National standards should comprise entry levels (age, educational attainment), entry test requirements if necessary, training syllabus, final test requirements. Present examinations should be made more realistic to the job situation. Practical tests should be devised to assess a trainee's ability after training to perform an office task satisfactorily.

Teacher training

Recommendation 4: Commercial teacher training should fall into two categories:

(a) basic teacher training prior to recruitment into teaching; and

(b) upgrading and refresher courses for existing teachers.

Recommendation 5: Basic teacher training. It is recommended that the duration of courses should be from one to three years depending on entry level and experience of trainees. The course content should include: education, language and communication skills, teaching methods and techniques, applied methods relating to skill subjects including the teaching of communication skills, use and production of teaching aids, job analaysis and simple clerical work measurement techniques. Job experience and teaching practice should be integral parts of the course. Correlation and integration of subjects within commercial courses should be emphasised.

Recommendation 6: Upgrading and refresher courses for existing teachers. The courses should cover subject matter and teaching techniques as required, and the use and production of teaching aids. It is recommended that international assistance be sought to set up the necessary facilities on a national or regional basis.

Training methods and techniques

Recommendation 7: Research should be undertaken at international level to determine when and how modular training should be applied to commercial training. Commercial training specialists should first be trained in job and task analysis.

Recommendation 8: All commercial courses leading to employment should include job experience.

Training equipment and materials

Recommendation 9: The United Nations should consider the possibility of establishing resource centres for the following regions:

(a) East Africa;

(b) West Africa;

(c) Northern Africa;

(d) Southern African States: Botswana, Malawi, Lesotho, Swaziland and Zambia.

Recommendation 10: Such centres should:

(a) act as a centre for all training aids related to commercial training;

(b) serve as a centre for training instructors in the production and use of training aids including audio-visual aids, textbooks, etc.;

(c) be involved in research and the adaptation of training aids to suit the needs of each region;

(d) pool resources on a regional basis to foster organisational effectiveness to deal with specific problems related to training aids.

Recommendation 11: International agencies and bilateral donor governments should make sure that:

(a) there is maintenance service available in the country for the equipment provided;

(b) equipment to be delivered with a supply of basic spare parts;

(c) training be given to staff to use this equipment effectively.

Selection and testing

Recommendation 12: Vocational guidance should be given in middle and secondary schools to ensure that trainees undergo suitable training. Aptitudes could be assessed by appropriate tests to assist in selection.

Recommendation 13: Selection levels for stenography courses should be at least General Certificate of Education "O" level or equivalent particularly in relation to language. Tests should be established to assess communication skills, the level of which should be one of the criteria for selection.

Recommendation 14: Heads of commercial studies institutions or departments and teachers should be involved in the selection of trainees.

Upgrading and specialisation

Recommendation 15: Upgrading training should be provided for all levels of office staff including messengers, receptionists, telephone operators, clerks (including specialist clerks such as accounts and stores), all grades of secretarial staff, sales assistants, tellers and cashiers. The training should be given off the job as well as on the job when necessary.

Recommendation 16: For more advanced on-the-job training and in-service training senior clerical employees should be given short courses in instruction techniques.

Recommendation 17: Training in audio-typewriting should be undertaken where this is required by employers. Teachers should be trained in the special techniques and the necessary equipment should be provided.

English language

Recommendation 18: To raise the standard of English language presently attained by entrants to commercial courses much more emphasis should be placed on communication skill training in nursery, primary and secondary schools.

Recommendation 19: English language teachers in commercial courses should be given short orientation courses to give them an understanding of basic business procedures and of business terminology.

Shorthand

Recommendation 20: Controlled experimental courses should be conducted in accordance with carefully prepared guidelines to compare systems and to assess the advantages and disadvantages of new shorthand systems in training stenographers to achieve adequate employment standards.

Consultation and co-operation

Recommendation 21: Commercial teachers should form an association at national and regional levels to disseminate information and exchange ideas.

Recommendation 22: It is recommended that to encourage the development of commercial training, as well as the constant exchange of ideas and information between teachers and others concerned, regional seminars such as the present one should be organised at regular intervals.

Recommendation 23: There should be greater co-operation and consultation between training institutions and employers than exist at present in some countries. This would assist in organising job experience programmes for trainees and in ensuring that training courses are relevant to employment needs. Job definitions should be drawn up by training institutions and circulated with questionnaires to employers to establish the job content applicable to specific job titles.

Recommendation 24: Management training courses should include:

(a) training in the effective use of secretarial staff;

(b) training in audio and live dictation skills.

Conditions of service for teachers

Recommendation 25: Adequate salaries and incentives should be offered to attract and retain commercial teachers. Teachers should be allowed sufficient time to prepare materials and training aids for practical subjects. Ideally, classes should not exceed 25.

Annex 1

Leadership and secretariat

Director	Miss Karin Schramm, ILO headquarters
Technical Adviser for East Africa	Mrs. Karin Bäcker, ILO/SIDA
Technical Adviser for West Africa	Miss Josephine Shaw, ILO headquarters
Seminar Secretary	Mrs. Terry Navratil, ILO headquarters
Administrative Assistant	Mr. Yilma Sahle, ILO Regional Office for Africa

Annex 2

Programme

Day	Date	Time	Subject
Sunday	10 August	On arrival	Registration
Monday	11 August	09.00-10.00	General introduction
		10.30-12.30)	Training standards
		15.00-16.00)	
		16.30-17.30	Opening ceremony
		17.30-19.00	Cocktail party
Tuesday	12 August	08.00-10.00)	Training methods and techniques
		10.30-12.00)	
		14.00-16.00	Visit - East African Posts and Telecommunications Corporation
Wednesday	13 August	0.800-10.00)	Self instruction
		10.30-12.30)	
		15.00-17.00	Exhibition of training equipment and materials
Thursday	14 August	08.00-10.00	Training equipment and materials
		10.30-12.30)	Discussion with union and employers' representatives
		15.00-17.00)	
Friday	15 August	08.00-10.00)	Training standards: Discussion groups
		10.30-12.30)	
		15.00-17.00	Training methods and techniques: Discussion groups
Monday	18 August	08.00-10.00)	English language as an integral part of commercial training
		10.30-12.30)	
		15.00-17.00	(Film (Fixed tabular stops: Demonstration of a modern typewriting display
Tuesday	19 August	08.00-10.00)	Shorthand systems
		10.30-12.30)	
		15.00-16.00	Administrators v. instructors: Discussion
		16.00-17.00	(Language laboratory (Shorthand exhibition
Wednesday	20 August	08.30-12.15	Visit - East African Harbours Corporation
		Afternoon	Free
Thursday	21 August	08.00-10.00	Audio-typewriting
		10.30-12.30	Upgrading and specialisation
		15.00-17.00	General discussion
Friday	22 August	08.00-10.00)	Reports and recommendations
		10.30-12.30)	
		15.00-16.00	Closing ceremony
Saturday	23 August		Departure

List of participants

Surname	Initials	Present appointment	Country	Address
ANDAH (Mrs.)	T.	Head, Business Studies Dept. Accra Polytechnic	Ghana	Accra Polytechnic, P.O. Box 561, ACCRA
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YUUSUF	H.A.	Administrator/Inspector, Ministry of Labour and Sport	Somalia	Ministry of Labour and Sport, P.O. Box 523, MOGADISCIO

Annex 4

List of observers

Surname	Initials	Present appointment	Address
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DUREZ	M.	Commercial Teacher, G.S.C., Mombasa	Government Secretarial College, P.O. Box 84027, MOMBASA
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MAKORIWA (Mrs.)	T.L.F.	Commercial Teacher, G.S.C., Nairobi	Government Secretarial College, P.O. Box 42243, NAIROBI
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THIONGO (Miss)	L.N.	Commercial Teacher, G.S.C., Mombasa	Government Secretarial College, P.O. Box 84027, MOMBASA
WAHURIA (Miss)	S.	Commercial Teacher, G.S.C., Mombasa	Government Secretarial College, P.O. Box 84027, MOMBASA

Annex 5

Group discussion questions

Training standards

Discussion group 1: Ways of improving inadequate standards

1. What factors contribute to the present inadequacy of standards? (Limited range of training, selection methods and standards, limited finance, course content, training approach, teacher's lack of job experience, etc.) Give specific indications.

2. What action should be taken to improve the standards -

   (a) by teachers/instructors?

   (b) by employers?

   (c) by governments?

   (d) on an international basis?

Discussion group 2: Teacher training

1. It has been stated that teacher training is fundamental to the improvement of standards.

   (a) What levels of teacher training are required?

   (b) What should be the duration of training at each level?

   (c) What should be the content of training at each level?

   (d) What should the intake requirements be for each level of training?

   (e) What type of qualification is required at each level?

2. Upgrading of existing teachers is essential.

   (a) How should this be undertaken - in-service training? vocational training? correspondence courses?

   (b) Where should the emphasis be placed in upgrading training - subject matter? teaching techniques?

   (c) Who should be responsible for organising and conducting upgrading teacher training?

3. Teacher training presupposes that there are facilities and qualified staff to do the job.

   (a) What facilities exist? Where are they?

   (b) What qualified staff are there? Are there sufficient numbers of them?

   (c) If not, how should more teacher trainers be made available? What level should they be? How should they be trained?

Discussion group 3: National standards: examinations and testing

1. Who and what organisations should be involved in setting national standards for commercial occupations?

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2. How should the necessary consultation be achieved?

3. For what occupations could national standards be set?

4. How could existing institutional training programmes be made more flexible to meet the practical qualifications demanded by national standards?

5. What non-institutional ways could be found to supplement and complement the formal training?

6. Are existing examinations adequate for proving that a trainee can perform satisfactorily in a given occupation? If not, what kind of tests could be devised for this purpose? Should they be external or internal?

Discussion group 4: Aptitude testing and vocational guidance

1. For what aspects of commercial training could aptitude testing be useful in selecting trainees?

2. In what ways could aptitude testing help in ensuring that the right trainees are selected for specific courses (or that trainees are given the right training)?

3. At what stage would aptitude tests be appropiate for various levels of commercial training?

4. In general what kinds of aptitude test are applicable to commercial training?

5. How and when should vocational guidance be made available to potential commercial trainees?

6. What are the problems involved in providing vocational guidance and how can they be overcome?

Teaching methods and techniques

Discussion group 1: Practical office training

1. What problems are involved in organising such training?

    (a) Making employers understand the advantages of such training;

    (b) finding the most suitable working places;

    (c) stating the objectives of the training;

    (d) ensuring that the objectives are achieved;

    (e) payment of the trainees;

    (f) other financial aspects.

2. How should the training be arranged?

    (a) Advantages and disadvantages of day release and "sandwich" training;

    (b) supervision;

    (c) practical aspects like transport, etc.

3. How can instructors ensure that the students get the right type of training according to their standard and stage in training?

4. To make the practical training meaningful for the students, what is involved in preparing them for it and in following up the training by building on their experiences afterwards?

Discussion group 2: Resource centres

1. Discuss advantages and disadvantages of resource units/centres.
2. Should they be institutional, national, regional and/or international?
3. What problems are involved in the organisation of such centres?
4. What kind of training materials should be kept there?
5. How could these materials be easily available?
6. How should the control and care of the equipment be arranged?
7. How to train staff?
8. The cost factor?
9. Any other aspects.

Teaching methods and techniques

Discussion group 3: The applicability of the modular approach to commercial training

1. In what areas of commercial training could the modular approach be applied?
2. What problems might arise in implementing modular commercial training?
3. What existing problems might be solved by the modular approach?
4. The production of modular training materials is a long and complex task. The cost factor is also a problem. How could these difficulties be overcome?

Discussion group 4: Integration of subjects

Integration of the commercial subjects should help trainees to get a broader understanding of how the office functions, of their own part in the organisation, of the commercial field as a whole.

1. Give concrete examples of how integration could be put into practice at the training institution.
2. How can such integration be planned when the scheme of work is being drawn up?
3. What are the difficulties in terms of extra equipment, extra space, extra workload for the instructors, and how could they be dealt with?
4. Any other aspects or comments.

English language as an integral part of commercial training

Discussion group 1: What action can be taken to ensure that every commercial teacher is also a language teacher?

Discussion group 2: How can the language part of commercial courses be improved?

Discussion group 3: What kind of materials are needed for language training?

Discussion group 4: What policy changes are needed to raise the unsatisfactory language level of trainees entering commercial courses?

Annex 6

Seminar discussion groups

Group 1 (room 39)

Participants		Observers
Andah T. (Mrs.)	Ghana	Durez M.
Andrews D.M. (Mrs.)	Gambia	Gitucha C. (Miss)
Angulo G.	Uganda	Gichira R.N.
Behabtu T.	Ethiopia	Gumaelius H.E.
Bonar E.M.	Liberia	Omenge S.
Chitondo F.	Zambia	
Moleli J.R.	Lesotho	

Group 2 (room 40)

Participants		Observers
Ewies A.	Egypt	Ihuthia E.M.
Gure M.M.	Somalia	Kamami A.N. (Miss)
Igwe P.M.	Nigeria	Kamami A.W. (Miss)
Magongo C.W.	Swaziland	Kihara E.G.
Malinda E.S.	Malawi	Macharia R.D.R. (Mrs.)
Mkanyia A.J.A.	Tanzania	Mwanyika
Domingo R.M. (Mrs.)	Sierra Leone	

Group 3 (room 41)

Participants		Observers
Mugenyi R. (Mrs.)	E.A.C.	Makoriwa T.L.F. (Mrs.)
Musoke E.B.	Uganda	Mukuzy A. (Miss)
Ngaula M.M.M.	Tanzania	Munene M.M. (Mrs.)
Odina E.I.	Nigeria	Musandu S.J.W. (Mrs.)
Ramasike I.P. (Mrs.)	Lesotho	Mills C. (Miss)
Russ D. (Mrs.)	Liberia	Nisseus E. (Miss)
Wangai E.A.	Kenya	

Group 4 (room 42)

Participants		Observers
Sebina L. (Mrs.)	Botswana	Nordstrom I.
Simwanza K.J.	Zambia	Odede S.O.
Williams P.O.	Sierra Leone	Onyango S.B. (Mrs.)
Yuusuf H.A.	Somalia	Runo R.A. (Miss)
Buamah J.B.	Ghana	Thiongo L.N. (Miss)
Wescnga M.S. (Mrs.)	Kenya	Wahuria S. (Miss)
Mtenga F.	E.A.C.	

List of films shown

1. Why a secretary?
2. Letter writing at work.
3. More than words.
4. Visual aids.
5. Successful instruction.
6. Typing skills: Daily job techniques.
7. The secretary: A normal day.
8. Filing procedures in business.

Annex 8

List of handouts distributed

I. Training standards

1. Working paper (WP1).
2. Leaders' notes.
3. Discussion group topics.
4. Specimen national standard for display typist.
5. Institutional standards for senior typist, stenographer, senior stenographer.
6. British examing bodies.
7. Questionnaires on the work of copy typists, shorthand typists and secretaries.

II. Training methods and techniques

1. Lecture by Mrs. K. Bäcker.
2. Folder with examples of scheme of work, lesson plan, office day, etc.
3. Discussion group topics.
4. Individual learning and self-learning packages at the Turin International Centre.
5. Extracts from "An introductory course in teaching and training methods for management development".

III. Training equipment and materials

1. Working paper (WP2).
2. Leaders' notes.
3. "The fish and chip shop" and "National Giro".
4. Audio-visual aids equipment.
5. Commercial training equipment.
6. Books for commercial training.

IV. English language as an integral part of commercial training

1. Working paper (WP3).
2. Discussion group topics.

V. Shorthand systems

1. Lecture by Miss J. Shaw.
2. Shorthand systems - Disadvantages and advantages.
3. Transcription time chart.

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4. Guidelines for controlled experiments.

5. Words and phrases mistakenly read for one another.

VI. Audio-typewriting

Working paper (WP4).

VII. Upgrading and specialisation

Working paper (WP4).

VIII. Various

1. Glossary of basic vocational guidance terms.

2. Elements of a comprehensive trainee selection design for vocational training.

3. System Diagram "Vocational Guidance in Vocational Training".

4. Appraisal of the individual.

5. Systematic typewriting (fixed tabular stops).

6. Making effective use of secretaries: Ghana Management Association.

ACCESSION NUMBER: VT102908

TITLE: A STUDY OF CORRELATES OF STRATEGY AND TACTIC IN INFORMATION SEEKING BEHAVIOR.

PERSONAL AUTHOR: SIMS, E. NORMAN

DESCRIPTOR: *PSYCHOLOGICAL STUDIES; *INFORMATION SEEKING; *CORRELATION; BEHAVIORAL SCIENCE RESEARCH; PERSONALITY STUDIES; MASTERS THESES

EDRS PRICE: MF AND HC AVAILABILITY WILL BE ANNOUNCED IN VOL. 9, NO. 6.

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ABSTRACT: THIS STUDY INVESTIGATED THE RELATIONSHIPS BETWEEN PERSONALITY AND MOOD VARIABLES AND STRATEGY AND TACTICS IN AN INFORMATION SEEKING GAME. FOUR MEASURES OF PERSONALITY AND MOOD WERE GIVEN TO 85 MALE AND FEMALE UNDERGRADUATE SUBJECTS, EACH OF WHOM SOUGHT INFORMATION ABOUT, AND GAMBLED UPON, FIVE HORSE RACES PRESENTED ON CLOSED-CIRCUIT TELEVISION. DEPENDENT VARIABLES IN THE STUDY WERE BROKEN DOWN INTO THOSE WHICH INDICATED TASK SOLUTION TACTICS. STRATEGIES INCLUDED RISK TAKING, FOCUS, AND CLOSURE. TACTICS INCLUDED TYPE (SUCH AS RACING FORM) AND NUMBER OF INFORMATION ITEM PURCHASED. A ZERO-ORDER CORRELATION MATRIX WAS COMPUTED WITH THE PRINCIPLE RESULTS AS FOLLOWS: (1) PERSONALITY FACTORS TENDED TO SHOW CORRELATION TRENDS OVER FOUR TRIALS WITH STRATEGIES BUT NOT WITH TACTICS; (2) MOOD FACTORS TENDED TO SHOW CORRELATION TRENDS OVER FOUR TRIALS WITH TACTICS BUT NOT WITH STRATEGIES; AND (3) ONLY FOR ONE STRATEGY (CLOSURE) WAS THERE A RELATIONSHIP SHOWN WITH MOOD (CONCENTRATION). (AUTHOR/NJ)

102 908

A Special Report
of the Resources
Development Unit,
Kentucky Bureau of
Vocational Education

A STUDY OF THE CORRELATES OF STRATEGY AND TACTIC IN INFORMATION SEEKING BEHAVIOR.

E. NORMAN SIMS

KENTUCKY RESOURCES DEVELOPMENT
UNIT, KENTUCKY BUREAU OF
VOCATIONAL EDUCATION.

VT 102 908

A STUDY OF CORRELATES OF STRATEGY AND TACTIC IN INFORMATION SEEKING BEHAVIOR*

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A STUDY OF CORRELATES OF STRATEGY AND TACTIC IN INFORMATION SEEKING BEHAVIOR

ABSTRACT

This study investigated the relationships between personality and mood variables and strategy and tactic in an information seeking game. Four measures of personality and mood were given to 85 male and female, undergraduate Ss, each of whom sought information about, and gambled upon, five horse races presented on closed-circuit television. Principal results were: (a) personality factors tended to show correlation trends over four trials with strategies, but not tactics; (b) mood factors tended to show correlation trends over four trials with tactics, but not with strategies; (c) only in one strategy (closure) was there a relationship with mood.

Introduction

There have been many different questions asked concerning factors which influence the amount and type of predecisional information organisms seek to obtain in task situations. Kogan and Wallach (1967), for example, list three.

Dissonance theorists operate from the premise that predecisional information seeking is unselective (Festinger, 1964) in the sense that the individual has no content preferences, other than that the content be relevant to the decision. Chaffee and Tipton (Chaffee, et al., 1969) note that even in predecision states there is a preference for messages containing attributes that can be used to discriminate choices.

From this viewpoint Donohew and Tipton (1974) developed two strategies which individuals might use in seeking information: broad-focus and narrow-focus. A broad-focus strategy is one that initially involves identifying potential sources of information and inputting them on a relatively non-selective basis. The broad-focus strategy could be said to be analogous to deductive thinking--movement from the general to the specific.

A narrow-focus strategy is one in which the subject at first focuses on one source of information and adds sources and ideas as he comes across them. The narrow-focus strategy would, then, be analogous to the inductive thinking strategy--movement from the specific to the general.

While a good case is made for such a strategy concept, it was our thinking that information seeking could be viewed in terms of tactic as well. For our purposes we are defining the concept of information as any message, that a person expends effort to attend to (including holding still for), which would decrease error in some task situation (Donohew and Tipton, 1974; Brown, 1966).

Strategy is generally defined as a method of achieving an end, or the skillful employment and coordination of tactics. Strategy would seem to be most important in the development of 'set' or approach to problems in general: this notion assuming that the S's strategy in one situation will be pretty much the same in a similar information seeking situation.

Tactics is usually defined as a device for accomplishing an end employing available means to accomplish said end, or a particular expedient.

The differences between the two lie in: (a) strategy is related to 'search', while tactic is related to 'action'; and, (b) strategy is related to general 'sets' towards problems--such as would be the case with focus--while tactics relate to particular expedients used in problem solution--such as type of information sought.

It is also our thinking that strategies, being general information seeking sets towards problem solution, should relate to the individual's 'image of reality' as measured by personality factors. On the other hand, tactics, being related to specific seeking actions, will be dependent upon factors of mood during the period of seeking rather than factors of personality.

A study was, therefore, conducted to determine if strategies are related to specific personality factors, and if states of mood would correlate with tactics. The measures of personality chosen for the study were: self-esteem, sensation-seeking, and dogmatism (open or closed-mindedness). The measures of mood chosen for the study were: aggression, concentration, depression, egotism, and pleasantness.

Aspects of strategy chosen for the study were:

a. Risk taking, which is the exposure to possible loss or injury. The difference between risk and uncertainty being that risk entails loss. It is assumed that risk taking is a strategy and that individuals who are cautious in one seeking situation will also be cautious in similar seeking situations. The notion of risk taking being by nature a strategy is partially supported by Kogan and Wallach (1967).

b. Broad or narrow-focus, which has been previously defined. The assumption being that those who are narrow or broad-focusers in one seeking situation will have similar strategies in other, similar, situations. Focus, as strategy, is somewhat supported by results in another study (Donohew and Tipton, 1974).

c. Closure. Closure, though it was listed as a strategy for the purposes of this study, is seen as a meeting point between strategy and tactics with both mood and personality having an effect on it. Closure is defined as the point at which the S decides to quit seeking information and begin action.

Aspects of tactic chosen for the study were: (a) particular type of information sought; and, (b) number of specific items bought.

We hypothesized that if our assumptions were true, we would find, with a matrix of zero-order correlations, the following relationships:

1. Personality factors, as independent variables, correlating with aspects of strategy.
2. Mood factors, as independent variables, correlating with aspects of tactic.
3. Personality factors not correlating with tactics.
4. Mood factors not correlating with strategies.
5. Mood and personality factors correlating with multiple order activities such as closure.

Method

1. Subjects

The subjects were 85 male and female undergraduate volunteers attending the basic public speaking course at the University of Kentucky. Subject participation in the experiment was reinforced by extra grade credit.

2. Measures of Personality

Rosenberg Scale of Self-Esteem, RSSE (Rosenberg, 1965): This questionnaire consists of ten multiple choice statements; the choices are keyed towards greater self-esteem.

Sensation-Seeking Scale, SSS (Zuckerman, 1964): This questionnaire consists of 34 forced-choice items; the keyed statement in each pair is the statement that reflects greater 'sensation-seeking'.

Short-Form Rokeach Dogmatism Scale, SRDS (Troldahl and Powell, 1965): This questionnaire consists of 20 multiple choice statements; the foils in each statement keyed towards greater dogmatism.

3. Measures of Mood

Nowlis Mood Scale, NMS (Green and Nowlis, 1957; Nowlis, 1963): This questionnaire consists of 24 multiple choice items: the items are keyed to assess feelings of aggression, concentration, depression, egotism, and pleasantness. The factors are represented by the following sets of adjectives (Norris, 1968):

Factor I: Aggression (AGG); rebellious, hostile, fed-up, annoyed, defiant, grouchy.

II: Concentration (CON); concentrating, intent, serious, contemplative.

III: Depression (DEP); sad, regretful, sorry.

IV: Egotism (EGO); self-centered, egotistic, boastful.

V: Pleasantness (PLS); carefree, relaxed.

4. Measures of Strategy

Risk Taking, (RT). Risk taking was operationally defined as the percent of money held which was bet, times the odds of winning for the horse bet on, divided by the chance of receiving a return for the bet made. The assumptions made were: that the higher the percentage of money held which was bet, the higher the risk of loss; the greater the odds on the horse, the higher the risk; and the lower the probability of a return the higher the risk.

For example; a bet of 20% of the S's cash-on-hand, on a 20 to 1 horse, bet to win, would become:

$$20 \cdot 20/1 = 400$$

A bet of 10% of the S's cash-on-hand, on a 5 to 1 horse, bet to show, would yield:

$$10 \cdot 5/3 = 16.6$$

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The higher the index, the higher the risk. A statistical consideration of risk can be found in Edwards (1954).

Focus, (FOC). For this study broad and narrow-focus were operationally defined in terms of type of information bought (buying a Racing History Sheet was narrow-focus, Best Times was broad-focus), and order of buying (movement from buying a Racing History Sheet to buying Best Times, for example, was broad-focus). A low focus score indicated a narrow-focus; a high focus score indicated a broad-focus.

Closure, (CLO). Closure is the point at which the S decides to quit seeking information and act. Ss were timed from the opening of the Information Table (IT) to the placing of their bet. Times of closure were divided into quartiles running from early closure (lower quartile) to late closure (upper quartile).

5. Measures of Tactic

Types of Information Items Bought. Ss were able to purchase three types of information:

> Best Times, (BT). The BT array listed each horse in the race by number and gave that horse's best time for a race of that length. This sheet gave some indication of how all of the horses ran at their best.
>
> Expert's Prediction, (EP). The EP array contained three numbers. These numbers indicated which horses, in the expert's opinion would win, place, and show.
>
> Racing History Sheets, (RHS). The RHS listed a horse's racing record for the past 2 years. Individual sheets were offered for each horse in the race. Information listed on the horse was: starts, wins, places, and shows.

Number of Items Bought, (NIB). This measure was one of total number of items bought for each race. Lowest number possible was no items bought; highest possible was 7.

6. Procedure

Subjects were each given a three-page game instruction booklet at least 24 hours before test time. This booklet told the subjects that they were taking part in a study of information-seeking behavior, and that they would not be tricked in any way. Subjects were instructed that the game would yield information as to how different kinds of people go about getting information. They were told that they would be given $75 in 'Wildcat Money' to use in playing the five race games, and that the money might be used to purchase information on betting and to bet on the horses. They were also told that after each race they would be given some short forms to fill out.

The instruction booklet contained information concerning types of information available and their price; information concerning betting procedures; and information concerning bet payoff procedures.

These instructions were repeated for the subjects in the pre-game preparation period before the first race. Extra information booklets were also available. Subjects were told not to reveal the results of the races to other test subjects or let any other participant see the information sheets they had purchased.

Subjects were run through the game over four test sessions. Highest number of subjects run at any one session was 34; lowest was 8.

During the pre-game period, each subject was given printed number tags which were pinned to the subjects' fronts and backs. They used the number, and not their name, throughout the study. The numbers permitted the videotaping of the first session so that it could be studied for interpersonal information-seeking behavior.

Subjects were also asked to fill out the various personality scale forms (RSSE, SSS, SRDS), a pre-game NMS, and a test of prior knowledge of the game.

Before the first race, and before each following race, the subjects were given a Racing Program (RP) for that race. The RP was free and was given to all of the subjects prior to each race. The RP listed the entries in the race (by number, not by horse name as horse names were never used during the game in a seeking situation) and the morning odds on each horse. Subjects were instructed that the odds were an early estimate of the amount of money the subject could expect to receive from a $2 bet if the horse won, and that the odds were also a rough indication of the horse's chances of winning. Jockey names were never given or used in the game.

The subjects were then told how much time they had in which to gather their information and make their bets before the race began and the information table and betting window closed. They were given 6 minutes to study the information before the first race; 8 minutes before the second race; 4 minutes before the third race; 8 minutes before the fourth race; and 4 minutes before the fifth race.

The three purchasable items--Best Times, Expert's Prediction, and Racing History Sheets--were all obtainable at the Information Table. Cost of Best Times array was $2; Expert's Prediction array, $2; Racing History Sheet, $1. Concerning the subjects' purchasing information: the experimenter noted the information bought, and the order of his buying, on the S's Data Array Card (DAC) which he carried with him and had to present in order to buy information or make a bet. The DACs were collected at the end of each session.

There were two betting windows and the subjects were able to make bets at either. The subjects were told to make their bets as soon as they had decided on a horse. They were allowed to bet on one horse only. They were able to bet on that horse to win, place, or show in any amount desired as long as they held enough money to cover the bet. The bet and the time at which it was made were marked on the DAC.

At the end of the seeking period the Information Table and betting windows were closed. The race was then shown over closed-circuit television. The race was called using the horses' names and numbers to add authenticity. The results of each race and payoff prices appeared on the television at the conclusion of each race. The subjects were required to cash in their winning 'tickets' as soon as the results were posted.

At the end of each race each participant was asked to fill out a post-race NMS and interpersonal information seeking questionnaire which were collected as the subjects picked up their Racing Program for the next race.

At the session's end the participants were asked to turn in all information and any money left over.

A zero-order correlation matrix of all variables was then computed.

Results

Significant intercorrelations between the three personality factors and the three search strategies are presented as blocks in Table 1. Significant intercorrelations between the five mood factors and the four action tactics are presented in Table 2. As can be noted, the correlations are moderate and, while they are not significant for each trial, they do tend to indicate trends. As trial one--race one--was a base-line trial intended to give the Ss experience in playing the game, it has been deleted from these blocks. Only those correlation blocks were accepted for consideration which contained at least two correlations at the .09 level of significance or below. If the block contained two such correlations, but one was a positive value and the other a negative value, the block was not accepted. This rejection of blocks with only one significant correlation was utilized to rid the study of any spurious correlations.

Trends are demonstrated for both personality factors and search strategies, and mood factors and tactics.

Table 1 About Here

Personality Factors and Search Strategies: RSSE yielded low-order correlations with risk taking on all trials, though only one trial yielded results at the .01 level. SSS yielded moderate negative correlations with focus behavior on all trials while yielding low-order correlations with closure. Significance of correlations for SSS and closure was poor; the best being at the .088 level. SRDS yielded low-order correlations with focus on all trials. Significance was never below .082 on any trial. There were no apparent significant trends in correlations for: RSSE and focus; RSSE and closure; SSS and risk taking; SRDS and risk taking; and, SRDS and closure.

Table 2 About Here

Mood Factors and Tactics: Concentration yielded moderate positive correlations on all trials for utilization of Best Times, and low-order correlations for number of information items bought. Depression yielded moderate correlations with Best Times and Expert's Prediction with better significance values for Best Times. Aggression showed a trend

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towards correlations with buying Racing History Sheets at significant levels for at least two trials. Egotism showed moderate negative correlations with Expert's Predictions on three trials. Pleasantness showed low-order negative correlations in two trials. There were no significant trends for: Concentration and Expert's Predictions; Concentration and Racing History Sheets; Depression and Racing History Sheets; Depression and Number of Items Bought; Aggression and Best Times; Aggression and Expert's Predictions; Aggression and Number of Items Bought; Egotism and Best Times; Egotism and Racing History Sheets; Egotism and Number of Items Bought; Pleasantness and Best Times; Pleasantness and Racing History Sheets; or, Pleasantness and Number of Items Bought.

Personality Factors and Tactics: There were no significant trends in correlations between the personality factors and tactics. This is as was expected.

Mood Factors and Strategies: There was only one block showing significant trend between a mood factor and a strategy. These correlations are shown in Table 3.

Table 3 About Here

The results show a moderate positive correlation between CON and CLO for three trials. There were no other correlations among mood factors and strategies. This is as was expected.

Discussion

We have stated that if there is a relationship between personality and mood variables, this relationship would be demonstrated in correlations between personality variables and seeking strategies, and mood variables and action tactics. In the absence of previous experimentation, there seemed to be no sound a priori basis for predicting which of the personality factors would correlate with which of the strategies, or which mood factors would correlate with which of the tactics. Because the major purpose of the study is to provide data to permit the generation of testable hypotheses about the relationships between personality variables and strategies, and mood factors and tactics, treating the results in the way described seems partially justified. However, because the data were handled as they were--selecting comparisons to be made on an a post-teriori basis--the results that follow must be regarded as hypotheses to be confirmed or disconfirmed by subsequent research.

Table 1 shows that there is a tendency for personality factors to dictate information seeking strategies. In contrast, mood factors had little effect on strategies except in the case of closure, which, as we have noted, is as much a tactic as a strategy. Subjects who scored high on self-esteem also tended to be greater risk takers, while subjects who scored low on self-esteem tended to be cautious in their behavior. Subjects who scored high as sensation seekers tended to be narrow-focusers; also they tended to exert closure sooner than other subjects. While a correlation between high sensation-seeking and high risk taking was expected, the results did not indicate such a trend. Subjects who scored high in dogmatism (were closed-minded) also tended to be broad-focusers. In a previous study (Donohew and Tipton, 1974), dogmatism was not found to be directly related to any other variable.

Table 2 indicates that there is a tendency for mood factors to dictate information seeking (or 'task') tactics. In contrast, personality factors had no effect. Subjects who scored highly on concentration prior to a trial also tended to be purchasers of Best Times information and buy more items than other subjects. Subjects who said that they were depressed prior to a trial, tended to be purchasers of Best Times and Expert's Predictions. Subjects who reported an aggressive mood prior to a trial tended to be purchasers of Racing History Sheets. Subjects scoring high on egotism tended to not be purchasers of Expert's Predictions, while those low in egotism purchased Expert's Predictions. This would be, of course, highly related to the subject's self-esteem. Subjects scoring high on pleasantness tended to not buy Expert's Predictions. It is important to remember, in terms of type of information bought, that amount of information increases as the ubject moves from Racing History Sheet to Expert's Prediction to Best Times. It is also important to note that another study (Cameron and Myers, 1966) indicates that such trends are found in both real and imaginary betting situations; at least for risk taking.

The significant feature of the preceding results is the finding that there appears to be some relationship between personality factors and information seeking strategies; and between mood factors and task solution tactics. Only in one case, closure, were both personality and mood factors related to the strategy. Personality factors did not tend to be related to any tactic studied. The results tend to reject Festinger's notion that predecisional information seeking is unselective because the individual has no content perferences. This study tends to indicate that there are such preferences but they are related to personality and mood rather than content.

Summary

To investigate the relationship between personality and mood variables, four measures of personality and mood were given to 85 male

and female undergraduate Ss, each of whom sought information about, and gambled upon, five horse races presented on closed-circuit television. The betting done with 'play-money'. Dependent variables in the study were broken down into those which indicated information seeking strategies, and those which indicated task solution tactics. Strategies included risk taking, focus, and closure. Tactics included type of item bought and number.

A zero-order correlation matrix was computed with the principal results as follows: (a) personality factors tended to show correlation trends over four trials with strategies, but not with tactics; (b) mood factors tended to show correlation trends over four trials with tactics, but not with strategies; (c) only for one strategy (closure) was there a relationship with mood (concentration).

TABLE 1

Intercorrelations Between Personality Factors and Strategies

(PF)	RSSE		SSS		SRDS	
(SS)	r	S	r	S	r	S
RT trial 2	.1472	.179				
3	.2618	.015				
4	.2901	.077				
5	.0663	.547				
FOC trial 2			-.2790	.010	.1895	.082
3			-.2113	.052	.1860	.088
4			-.2037	.061	.1075	.327
5			-.1852	.090	.1370	.211
CLO trial 2			.0622	.380		
3			.1863	.088		
4			.1759	.107		
5			.1314	.231		

Note: N=85

TABLE 2

Intercorrelations Between Mood Factors and Tactics

	(MF) AGG		DEP		CON		EGO	
(AT)	r	S	r	S	r	S	r	S
BT, trial 2			.2298	.034	.1529	.162		
3			.3040	.005	.2089	.055		
4			.2454	.024	.2062	.058		
5			.1736	.112	.2284	.036		
EP, trial 2			.2411	.026			-.2209	.042
3			.2409	.026			-.2074	.057
4			.1049	.340			- 2152	.048
5			.1693	.121			-.1724	.115
RHS, trial 2	.0205	.853						
3	.3279	.002						
4	.0101	.920						
5	.2156	.047						
NIB, trial 2					.1864	.088		
3					.3031	.005		
4					.1845	.091		
5					.2715	.012		

Note: N=85

TABLE 2

(Continued)

	(MF) PLS	
(AT)	r	S
EP, trial 2	-.2625	.015
3	-.1470	.180
4	-.1901	.081
5	-.0852	.438

Note: N=85

TABLE 3

Correlations Between Mood Factors and Strategy

(MF)	CON	
(SS)	r	S
CLO, trial 2	.2298	.034
3	.3040	.005
4	.2454	.024
5	.1736	.112

Note: N=85

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ABSTRACT: THIS REPORT PRESENTS THE RESULTS OF A SURVEY TO OBTAIN A SUMMARY OF THE STATUS OF STATE ADVISORY COUNCILS ON ADULT EDUCATION. AN EXCERPT FROM THE ADULT EDUCATION ACT THAT PERTAINS TO STATE ADVISORY COUNCILS AND THE PRESCRIBED RULES AND REGULATIONS APPEARS IN THE REPORT. THE BODY OF THE REPORT IS COMPRISED OF THREE SECTIONS. THE FIRST SECTION PRESENTS SOME GENERAL CONCLUSIONS ON THE STATUS OF STATE ADVISORY COUNCILS IN GENERAL; A TABULAR SUMMARY BY STATE, INCLUDING THE TRUST TERRITORIES AND WASHINGTON, D.C.; AND A SECTION OF BRIEF STATE PROFILES IN NARRATIVE FORM. THE SECOND PART CONSISTS OF A TABLE OF THE STATE AND TERRITORIES INDICATING THE METHOD OF SELECTION OF STATE EDUCATION BOARDS AND CHIEF STATE SCHOOL OFFICERS. THE STATE TABLE OF PART THREE SHOWS THE AMOUNT OF FEDERAL FUNDS ALLOCATED TO EACH STATE FOR VOCATIONAL EDUCATION AND THE ADDITIONAL AMOUNT ALLOCATED FOR THE STATE VOCATIONAL EDUCATION ADVISORY COUNCIL. THE SAME TABLE SHOWS THE AMOUNT THAT CAN BE TAKEN OUT OF THIS FOR ADMINISTRATIVE PURPOSES. (AUTHOR/NJ)

INSTITUTION NAME: NATIONAL ADVISORY COUNCIL ON ADULT EDUCATION, WASHINGTON, D.C.

SPONSORING AGENCY NAME: OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

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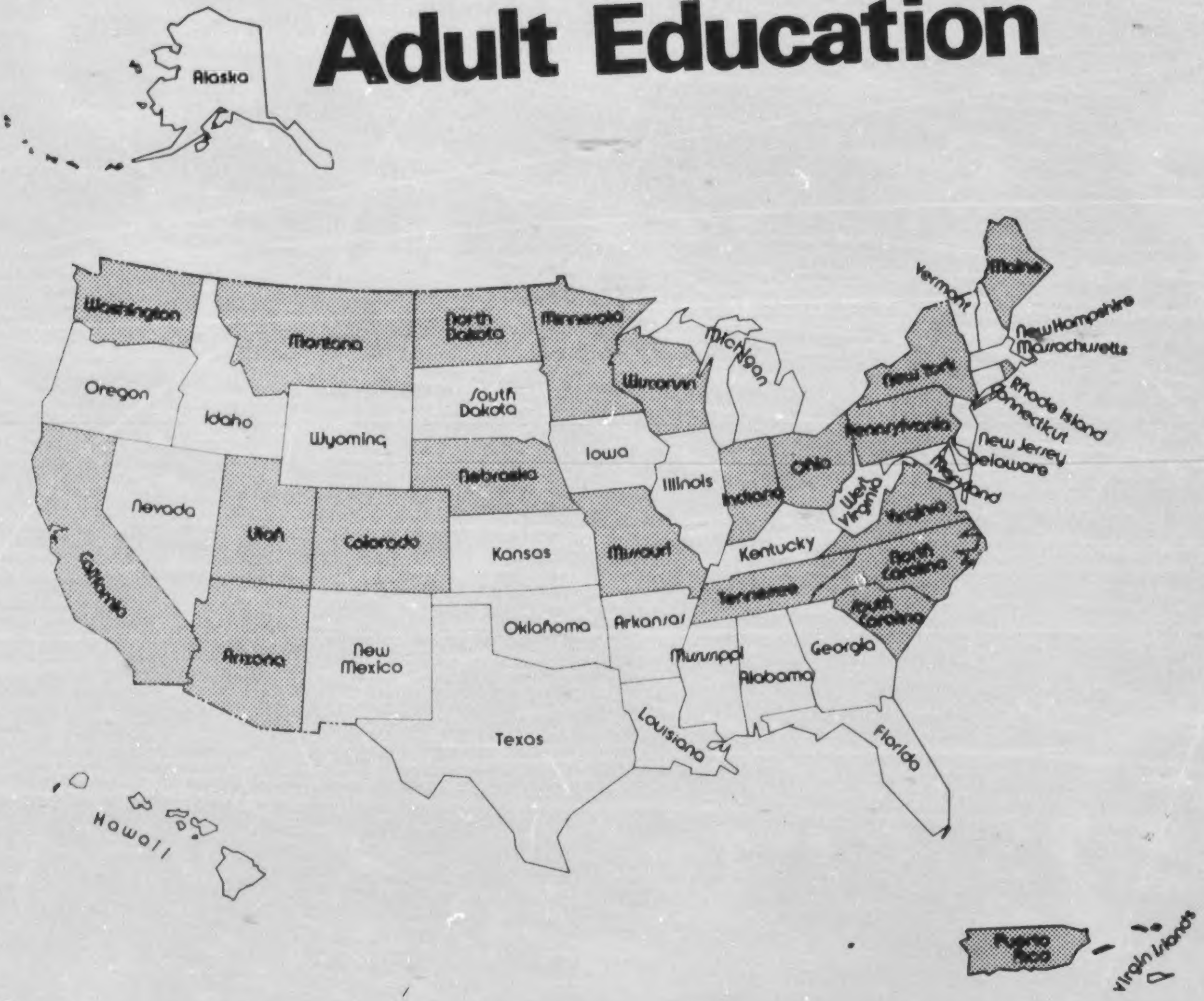
State Advisory Councils on Adult Education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The opinions expressed in the report do not necessarily reflect the positions or policy of the U.S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

National Advisory Council on Adult Education, 1975

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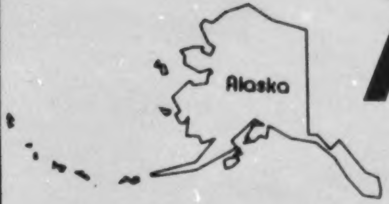
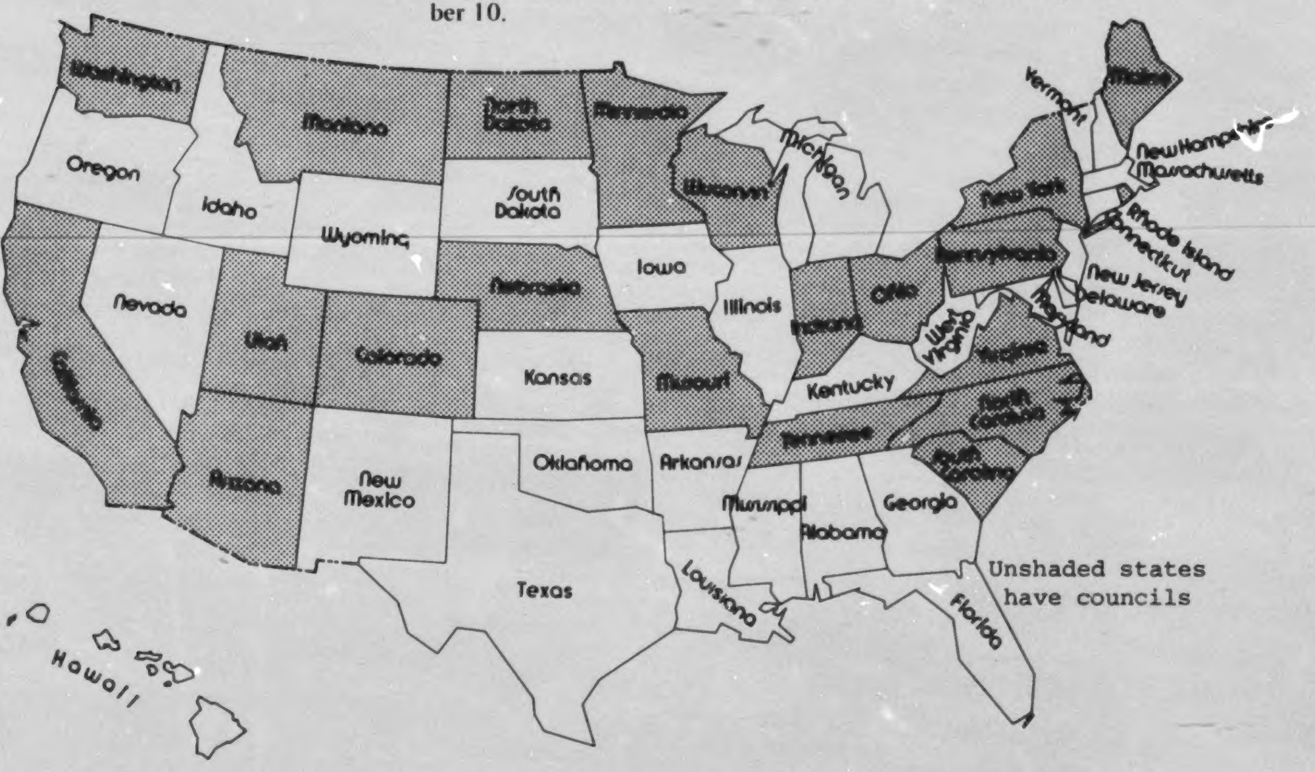


A survey prepared by the National Advisory Council on Adult Education, with assistance from Samuel C. Brightman.

Interviews were conducted during the summer of 1975 and verification of facts was made by those interviewed on September 10.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Louisiana
Mississippi
Alabama
Georgia
Florida
Maine
Vermont
New Hampshire
Massachusetts
Rhode Island
Connecticut
New York
Pennsylvania
New Jersey
Delaware
Maryland
Hawaii

Unshaded states have councils

DECEMBER 1975

NATIONAL ADVISORY COUNCIL ON ADULT EDUCATION

Pennsylvania Bldg., Suite 323
425 13th Street, N. W.
Washington, D. C. 20004

Puerto Rico
Virgin Islands

Appointed by the President

THE COUNCIL

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Preface

The primary purpose of this Council publication is to present a status report and summary of state advisory councils on adult education. It is not restricted to those states that, in the Council's survey, indicated state councils were operating with the use of federal funds, but also includes information on all adult education advisory activities at the state level.

With the completion of this status report, continued analysis will be required in order to develop legislative thrusts at both the state and federal levels relating to advisory councils for adult education.

The National Advisory Council has a congressional mandate to make recommendations relative to legislative specifications for the present Federal Adult Education Act and components for legislation in the future.

The Council is appreciative of the assistance it received from directors of adult education at the state level in compiling this report.

Brent H. Gubler, Chairman

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Introduction

Section 310(a) of the federal Adult Education Act (P.L. 91-230 as amended) provides that any state which participates in the federal Adult Education program may organize a state advisory council. The statute says it shall be appointed by the Governor, or, when a state board is elected, may be named by that body.

The general language of the statute was followed by specific regulations prepared by the Office of Education which amplified the "shall" requirements of the law with "shoulds."

Inspection of the statute, the regulations and guidelines for preparing state programs, which are printed at the end of this introduction, shows that the "should" sections of the regulations amplified "persons who are representative of the general public" to suggest that members of specific sub-groups within the general public such as women, minorities, and the elderly be appointed to state councils.

The Office of Education has interpreted the broad language of the statute to say that federal funds expended on state councils must come from the approximately 5 percent of state grants allocated for administrative expenses.

It was in this context that the National Advisory Council on Adult Education, which will receive annual reports from state councils operating under the federal law, decided that it would be useful to the National Advisory Council, to the Office of Education, and to adult education administrators to know what states had adult education advisory councils and what actions these groups were taking.

The Council authorized a survey to obtain this information. The results of that survey constitute this publication.

The Adult Education Act

This is an excerpt from the Adult Education Act, P.L. 91-230, and its amendments through August 21, 1974, concerning state advisory councils on adult education.

State Advisory Councils

Section 310A. (a) Any State which receives assistance under this title may establish and maintain a State advisory council, or may designate and maintain an existing State advisory council, which shall be, or has been, appointed by the Governor or, in the case of a State in which members of the State board which governs the State education agency are elected (including election by the State legislature), by such board.

(b) (1) Such a State advisory council shall include as members persons who, by reason of experience or training, are knowledgeable in the field of adult education or who are officials of the State educational agency or of local educational agencies of that State, persons who are or have received adult educational services, and persons who are representative of the general public.

(2) Such a State advisory council, in accordance with regulations prescribed by the Commissioner, shall--

(A) advise the State educational agency on the development of, and policy matters arising in, the administration of the State plan approval pursuant to section 306;

(B) advise with respect to long-range planning and studies to evaluate adult education programs, services, and activities assisted under this Act; and

(C) prepare and submit to the State educational agency, and to the National Advisory Council on Adult Education established pursuant to section 311, an annual report of its recommendations, accompanied by such additional comments of the State educational agency as that agency deems appropriate.

(c) Upon the appointment of any such advisory council, the appointing authority under subsection (a) of this section shall inform the Commissioner of the establishment of, and membership of, its State advisory council. The Commissioner shall, upon receiving such information, certify that each such council is in compliance with the membership requirements set forth in subsection (b) (1) of this section.

(d) Each such State advisory council shall meet within thirty days after certification has been accepted by the Commissioner under subsection (c) of this section and select from among its membership a chairman. The time, place, and manner of subsequent meetings shall be provided by the rules of the State advisory council, except that such rules shall provide that each such council meet at least four times each year, including at least one public meeting at which the public is given the opportunity to express views concerning adult education.

(e) Each such State advisory council is authorized to obtain the services of such professional, technical, and clerical personnel as may be necessary to enable them to carry out their functions under this section.

Rules and Regulations

STATE ADVISORY COUNCILS

166.4 Establishment and certification.

(a) Establishment. Each State which receives funds under section 304 of the Act and the regulations in this part for any fiscal year may establish and maintain a State advisory council, or may designate and maintain an existing State advisory council, which shall be, or has been appointed by the Governor or, in the case of a State in which members of the State board which governs the State education agency are elected (including election by the State legislature), by such board.

(b) Certification. The State educational agency shall notify the U.S. Commissioner of Education of the establishment of, and membership of, its State advisory council. The notification shall be attached to the State plan or be submitted as an amendment thereto in such cases where an advisory council is established after the State plan has been approved. Such notification shall include the name, education, experience, and current position of each person serving on the State advisory council and shall specify which interest under 166.5 each person represents. Forms for the certification of State advisory councils may be obtained from the U.S. Office of Education, Division of Adult Education, Regional Office Building No. 3, 7th and D Streets, S.W., Washington, D.C. 20202. Upon receiving such notification, the Commissioner shall, as appropriate certify that each such council is in compliance with the membership requirements set forth in the Act and in this subpart.

(c) Funding. A State advisory council which is funded solely from non-Federal sources which are not part of the 10 per centum State matching is not required to comply with the statutory requirements of section 310A of the Act no 166.4 through 166.10.
(20 U.S.C. 1208b)

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166.5 Membership.

In order to effectively reflect the diverse interests and needs of the general public served by the Act, the membership of the State advisory council should include a significant proportion of women, the elderly, minorities, and educationally disadvantaged. The membership of the council shall also be organized to include:

(a) Persons who, by reason of experience or training, are knowledgeable in the field of adult education or who are officials of the State educational agency or of local educational agencies of that State;

(b) Persons who are receiving or have received adult educational services; and

(c) Persons who are representative of the general public.

(20 U.S.C. 1208b)

166.6 Functions and responsibilities.

The State advisory council shall:

(a) Advise the State educational agency on the development and administration of the State plan approved pursuant to the Act and the regulations in this part;

(b) Advise the State educational agency on policy matters arising in the administration of the Act and the regulations in this part;

(c) Advise the State educational agency with respect to long-range planning;

(d) Advise the State educational agency with respect to studies for evaluating adult education programs, services, and activities assisted under the Act; and

(e) Prepare and submit to the State educational agency, the National Advisory Council on Adult Education, established pursuant to section 311 of the Act, and the U.S. Commissioner of Education, an annual report of its recommendations, accompanied by such additional comments of the State educational agency as that agency deems appropriate.

(20 U.S.C. 1208b; 20 U.S.C. 1231a(a)(3))

166.7 Meetings and rules.

Each State advisory council shall meet within 30 days after certification by the Commissioner and select from among its membership a chairman. The time, place, and manner of subsequent meetings shall be provided by the rules of the State advisory council. Such rules shall provide for not less than four meetings each year including at least one public meeting at which the public is given the opportunity to express views concerning adult education.

(20 U.S.C. 1208b)

166.8 Staff.

Each State advisory council is authorized to obtain the services of such professional, technical, and clerical personnel as may be necessary to enable it to carry out its functions under the act.

(20 U.S.C. 1208b)

166.9 Compensation.

Members of the State advisory council and its staff, while serving on the business of the council may receive subsistence, travel allowances, and compensation in accordance with State law, regulations, and practices applicable to persons performing comparable duties and services.

(20 U.S.C. 1208b)

166.10 Allowable costs.

Costs incurred by State advisory councils established pursuant to section 310A of the Act are allowable expenditures of Federal funds granted to the States under section 305 of the Act and of the non-Federal share of State and local funds necessary to earn such Federal funds.

(20 U.S.C. 1203; 1208b)

State Adult Education Programs

Appendix C — Guidelines for the Preparation of Annual Program Plans

State and local advisory councils and committees--(1) State advisory councils. Any State which receives assistance under this title may establish and maintain a State advisory council, or may designate and maintain an existing State advisory council, which shall be, or has been, appointed by the Governor, or, in the case of a State in which members of the State board which governs the State educational agency are elected (including election by the State legislature), by such board. Such advisory councils should include members of the client group, as set forth in the Act and in 166.5 of the regulations. It is recommended that representation of women, the elderly, minority and ethnic groups, persons of limited English-speaking ability, and the educationally disadvantaged comprise not less than 50 percent of the membership of the State advisory council. It is also suggested that the annual program plan describes how the advisory council, if such a council exists, might assist in carrying out the activities authorized under the Act and Subpart B of the regulations in 45 CFR 166.4 through 166.10. For example, such activities might include (i) an active review of the annual program plan during its development, (ii) the review of projects proposed for funding under sections 306 and 309, (iii) the evaluation of projects funded under the authority of section 309 of the Act, and (iv) service agency coordination.

(2) Allowable costs. Costs incurred by State advisory council members to perform services for the State adult education program must be classified as a cost of administration. The State educational agency may choose to pay all or some portion of these costs from State and local revenues. However, if Federal funds are to be used for this purpose, such costs must be paid from the 5 percent allowance for the cost of administration.

UNIT I

State Advisory Councils on Adult Education

The purpose of this survey was to obtain a summary of the status of state advisory councils on adult education.

Telephone or personal interviews were conducted with U.S. Office of Education's Regional Program Officers and with the state director of adult education or staff members in 50 states and Puerto Rico. Other possessions and territories were surveyed by mail.

The telephone interviews were based on a questionnaire but, in order to keep the respondent responding freely about the situation in his state, the questionnaire pattern was not followed rigidly.

Also, in order to keep the discussion from becoming inhibited, respondents were not pushed to make specific value judgements.

Therefore, the reader should be warned that the narrative for each state may contain subjective impressions of the interviewer based on subjective impressions of the interviewed.

The interviewer attended the meetings of three advisory councils and of the executive committee of another. He had firsthand reports on two other meetings from National Advisory Council member Charles Puksta and Executive Director Gary Eyre.

Some conclusions:

- There are few effective "full service" state advisory councils.
- There is not in existence a state counterpart of NACAE. Only one state council plans to meet federal criteria and use federal funds.
- The state advisory council amendments and the resulting OE regulations are counter productive. States seem to want freedom to relate membership selection to what they perceive as special conditions, and find funding a council out of the 5% administrative allotment to be impractical. Few states have immediate plans for a state council meeting OE requirements.

- The suggestion that additional funds be taken from 309 funds for administration occurred several times. It was indicated that this might encourage the formation of state councils.

- There was no expressed enthusiasm for councils mandated by the federal government. It was argued by some that the cost of these would reduce program funds.

- There were some indications that there might be more state advisory councils under the federal program if the requirement of appointment by a Governor or an elected state board were eliminated.

- A separate appropriation for optional councils was seen as a case of extra funds for one year. The suspicion was that after this the state council funds would in fact come out of program money.

- States which had no advisory councils and had no desires to form one still found the National Council helpful.

- The main thrust of most existing councils concerns program planning and ABE operations. Lobbying and public relation activities are infrequent.

- Public and student representation is weak on most councils.

- 1202 Commission Councils are rarely concerned with what state directors see as their adult learning responsibilities.

- Larger adult education concepts such as lifetime learning rarely come before most state adult education councils.

- Existing state councils that are not completely dormant are regarded by state directors as useful.

SUMMARY OF STATE ADVISORY COUNCIL STATUS

State	Advisory Body	Authorization and/or Appointment Authority	Has Written Rules, Records, Operation Policy	Public is Represented*
ALABAMA	State Advisory Committee on Adult Education	State Board of Education	YES	YES
	COMMENT: This Committee is credited with achieving an increase in state appropriations for ABE.			
ALASKA	Adult and Vocational Education Advisory Council	State Board	YES	YES
	COMMENT: ABE personnel feel they are strongly represented on this Council. There is no plan for a separate adult education council.			
ARIZONA	—	—	—	—
	COMMENT: Has no plans to form a state council.			
ARKANSAS	Adult Education Advisory Council	State Education Department	YES	YES
	COMMENT: This is a state funded group. It has a very broad membership.			
CALIFORNIA	—	—	—	—
	COMMENT: Many school districts have advisory councils. There is an effort to eliminate or combine state-wide commissions and councils.			

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*Has a member who is not a government official

SUMMARY OF STATE ADVISORY COUNCIL STATUS

State	Advisory Body	Authorization and/or Appointment Authority	Has Written Rules, Records, Operation Policy	Public is Represented*
COLORADO	—	—	—	—
	COMMENT: Colorado does not receive state funds for administrative purposes and was forced to end operation of a developing state advisory council when regulations limited federal support of councils to administrative funds. A voluntary group is seeking recognition from the three state education boards as the state's advisory group on adult learning.			
CONNECTICUT	The Connecticut Consulting Committee for Continuing Education	State Department of Education	YES	YES
	COMMENT: This group conducts an energetic legislative and public relations program.			
DELAWARE	Advisory Committee on Adult Education	Recommended by ABE division Approved by State Superintendent	—	—
	COMMENT: Has not met in a year. The last appointment was made in 1969.			
FLORIDA	General Adult Education Advisory Committee	Superintendent	YES	NO
	COMMENT: The state may broaden representation on its council but has no plans to meet federal criteria. It now consists of adult education administrators.			

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*Has a member who is not a government official

SUMMARY OF STATE ADVISORY COUNCIL STATUS

State	Advisory Body	Authorization and/or Appointment Authority	Has Written Rules, Records, Operation Policy	Public is Represented*
GEORGIA	Adult Education Advisory Committee	State Board	YES	YES
	COMMENT: The state felt it could not afford to support an advisory council meeting federal criteria.			
HAWAII	State Advisory Council for Adult Education	State Board	YES	YES
	COMMENT: This group, mandated by state statute, has been in existence since 1946. Its primary function is to advise the State Board of Education on adult education matters.			
IDAHO	State Council of Program Administrators	State Superintendent	YES	NO
	COMMENT: Ten program administrators comprise this committee. They receive input from local advisory committees.			
ILLINOIS	Adult & Continuing Education Advisory Committee	Governor	YES	YES
	COMMENT: Will comply with the requirements of the Federal Rules and Regulations.			
INDIANA	–	–	–	–
	COMMENT: Committees are organized by the State Department of Public Instruction for special tasks involving ABE programs.			

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*Has a member who is not a government official

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SUMMARY OF STATE ADVISORY COUNCIL STATUS

State	Advisory Body	Authorization and/or Appointment Authority	Has Written Rules, Records, Operation Policy	Public is Represented*
IOWA	The State Advisory Council for Adult Education in Iowa	State Superintendent	YES	YES
	COMMENT: It is broadly representative, meets regularly, and looks at adult learning from a broad perspective.			
KANSAS	Kansas State Advisory Council on Adult Education	State Board	YES	YES
	COMMENT: The Kansas plan for FY-76 contains the only proposal for that year for a state advisory council that would meet federal requirements.			
KENTUCKY	State Advisory Council for Vocational Education	State Board	YES	YES
	COMMENT: Kentucky has no plans for a separate adult education council.			
LOUISIANA	Advisory Council for Adult Education	State Board	YES	YES
	COMMENT: The new council is to be appointed.			
MAINE	—	—	—	—
	COMMENT: This state's advisory council was ended two years ago. There are task forces for special projects. This is regarded as effective and there is no plan to change.			

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*Has a member who is not a government official

SUMMARY OF STATE ADVISORY COUNCIL STATUS

State	Advisory Body	Authorization and/or Appointment Authority	Has Written Rules, Records, Operation Policy	Public is Represented*
MARYLAND	Adult Education Advisory Committee	State Superintendent	YES	YES
	COMMENT: The committee includes representatives of various state agencies, former students, business, industry and the general public. There are local councils.			
MASSACHUSETTS	Ad Hoc Advisory Committee on Adult and Continuing Education	State Bureau of Adult Education	YES	YES
	COMMENT: Did not meet in 1974 or 1975.			
MICHIGAN	State Advisory Council on Adult and Continuing Education	State Board	YES	YES
	COMMENT: The Council has broad jurisdiction. It is active in all aspects of adult learning.			
MINNESOTA	–	–	–	–
	COMMENT: Uses ad hoc advisory groups selected by the state ABE director.			
MISSISSIPPI	Adult Education Ad Hoc Advisory Committee	State Superintendent	YES	NO
	COMMENT: Composed of educators.			

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*Has a member who is not a government official

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SUMMARY OF STATE ADVISORY COUNCIL STATUS

State	Advisory Body	Authorization and/or Appointment Authority	Has Written Rules, Records, Operation Policy	Public is Represented*
MISSOURI	–	–	–	–
	COMMENT: A council which had used federal funds for expenses was disbanded. The state feels it cannot finance a council from its administrative funds.			
MONTANA	–	–	–	–
	COMMENT: The chief state school officer, who is elected, is not authorized under federal regulations to appoint a council. The governor has not elected to appoint a council.			
NEBRASKA	–	–	–	–
	COMMENT: Has a representative five member review board for state programs.			
NEVADA	State Advisory Council	State Board	YES	YES
	COMMENT: This is the statutory Vocational Education Council.			
NEW HAMPSHIRE	State Advisory Committee on Adult Basic Education	State Board of Education	YES	YES
	COMMENT: In process of being reorganized to include ABE clients.			

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*Has a member who is not a government official

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SUMMARY OF STATE ADVISORY COUNCIL STATUS

State	Advisory Body	Authorization and/or Appointment Authority	Has Written Rules, Records, Operation Policy	Public is Represented*
NEW JERSEY	The New Jersey State Advisory Council for Adult, Continuing and Community Education	State Education Commissioner	YES	YES
	COMMENT: This is a representative group. It works closely with local advisory groups and holds public meetings.			
NEW MEXICO	New Mexico Adult Basic Education Advisory Committee	State Board	YES	YES
	COMMENT: Reported effective in getting state appropriations.			
NEW YORK	–	–	–	–
	COMMENT: There are no plans for a state advisory council.			
NORTH CAROLINA	–	–	–	–
	COMMENT: Considered forming a council but decided it could not afford one.			
NORTH DAKOTA	–	–	–	–
	COMMENT: No plans to form a state council.			
OHIO	–	–	–	–
	COMMENT: Disbanded council after federal regulations were announced. Feels they are too restrictive. Gets informal advice on 309 projects.			

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*Has a member who is not a government official

SUMMARY OF STATE ADVISORY COUNCIL STATUS

State	Advisory Body	Authorization and/or Appointment Authority	Has Written Rules, Records, Operation Policy	Public is Represented*
OKLAHOMA	Advisory Council for Adult Education	State Board	YES	YES
	COMMENT: No plans to meet federal regulations.			
OREGON	Adult Basic Education Advisory Committee	State Board	YES	YES
	COMMENT: This is a representative, effective, well organized group.			
PENNSYLVANIA	—	—	—	—
	COMMENT: Existing council was terminated in 1975.			
RHODE ISLAND	—	—	—	—
	COMMENT: State is reducing number of advisory groups.			
SOUTH CAROLINA	—	—	—	—
	COMMENT: Has an informal advisory group appointed by the state superintendent.			
SOUTH DAKOTA	State Advisory Council on Adult Education	State Superintendent	YES	YES
	COMMENT: The advisory group of 14 members is broadly represented. Local councils are encouraged and public hearings are held. The council is being renamed the Strategy Group on Adult Education.			

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*Has a member who is not a government official

SUMMARY OF STATE ADVISORY COUNCIL STATUS

State	Advisory Body	Authorization and/or Appointment Authority	Has Written Rules, Records, Operation Policy	Public is Represented*
TENNESSEE	–	–	–	–
	COMMENT: Uses ad hoc groups for advice.			
TEXAS	Advisory Council for Technical-Vocational Education	State Board	YES	YES
	COMMENT: Vocational Education Committee of State Board of Education is assigned responsibility for oversight of adult education and coordinates with the Advisory Council for Technical-Vocational Education in its similar responsibilities.			
UTAH	–	–	–	–
	COMMENT: Current emphasis is on developing local advisory groups.			
VERMONT	State Advisory Board	Governor	YES	YES
	COMMENT: Is expanding and expects to meet federal criteria. It uses state funds.			
VIRGINIA	–	–	–	–
	COMMENT: There are some local advisory groups.			
WASHINGTON	–	–	–	–
	COMMENT: Prefers ad hoc groups for specific tasks.			

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*Has a member who is not a government official

SUMMARY OF STATE ADVISORY COUNCIL STATUS

State	Advisory Body	Authorization and/or Appointment Authority	Has Written Rules, Records, Operation Policy	Public is Represented*
WEST VIRGINIA	Advisory Council on Vocational Education	State Board	YES	YES
	COMMENT: No plans to change.			
WISCONSIN	—	—	—	—
	COMMENT: Uses ad hoc groups.			
WYOMING	Vocational and Occupational Education Advisory Council	State Board	YES	YES
	COMMENT: The Vocational Council has a subcommittee on adult education.			
AMERICAN SAMOA	Name not chosen	Governor	YES	YES
	COMMENT: This new group will operate this year and meet federal standards.			
DISTRICT OF COLUMBIA	Mayor's Advisory Council on Adult Literacy	Mayor	YES	NO
	COMMENT: This is an inter-agency committee. The Adult Education Demonstration Center has an advisory council with public members.			

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*Has a member who is not a government official

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SUMMARY OF STATE ADVISORY COUNCIL STATUS

State	Advisory Body	Authorization and/or Appointment Authority	Has Written Rules, Records, Operation Policy	Public is Represented*
GUAM	Advisory Council for ABE	Governor	YES	YES
	COMMENT: Is being organized with 10 members to operate this year.			
PUERTO RICO	–	–	–	–
	COMMENT: Has no plans to form a council.			
TRUST TERRITORY OF THE PACIFIC ISLANDS	–	–	–	–
	COMMENT: Plans council for FY-76.			
VIRGIN ISLANDS	U.S. Virgin Islands Council on Adult Education	Governor	YES	YES
	COMMENT: In process of being organized to operate this year with 9 members, 7 from general public and 2 adult educators.			

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*Has a member who is not a government official

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State Profiles

ALABAMA

The Alabama State Advisory Committee on Adult Education is appointed by the State Board of Education and has a broad membership of educators, business people and students. The State Director finds it useful and credits it with helping to obtain increased funding. The group concerns itself with all aspects of the federal program.

ALASKA

In Alaska, adult education is overseen by the Adult and Vocational Education Advisory Council. Adult educators feel this statutory vocational education council, now headed by the Anchorage ABE director, will devote more time to adult education than in the past. Alaska has no plans to organize a separate council under the ABE amendments because of the federal criteria and the need to spend all of its small administrative allocation on administration.

ARIZONA

This state has no advisory council and no plans to form one. Cost is a factor. The state director of ABE pointed out that the basic expense of meeting federal criteria is about as large for a small population state as for a large population state.

ARKANSAS

The Adult Education Advisory Council of Arkansas has 28 members from six ABE geographical districts. It deals with funding as well as programs and includes students among its members. Its membership categories also include local school superintendents, legislators, mayors and business executives. The ABE state director considers it effective and helpful to the program. It has written guidelines.

CALIFORNIA

There is no state-wide adult education advisory council in California although many districts have such groups. There is an effort to eliminate or combine a large number of state commissions and boards.

COLORADO

The State had an advisory council which operated under federal funds but terminated its activities because of the requirement that council funds come from the administrative allocations and other problems with federal regulations. Colorado's ABE is financed by federal and local funds without any state contribution.

A group calling itself the Keystone Adult Education Committee has won recognition from one of the state's three education boards and is seeking recognition from the others as each board's advisory group on adult learning. If all three boards approve the group, it hopes to get financial help from the state in FY-77.

This group grew out of a future inventions workshop conducted by the Future of Adult Education Project of the Education Policy Research Center of the Syracuse University Research Corporation.

CONNECTICUT

The Connecticut Consulting Committee for Continuing Education appears to be one of the exemplary state-operated groups. It is active in public relations and lobbying. Its legislative committee is composed of people who are not education officials.

DELAWARE

Delaware's council is inactive. The council was appointed by the State Superintendent. Delaware has an unusually large number of advisory groups and the state administration is attempting to reduce their number.

FLORIDA

Florida has a General Adult Education Advisory Committee, organized by the Adult and Vocational Education Division and appointed by the State Superintendent. It may be broadened to be more representative but there are no plans to meet federal criteria, which are felt to be too expensive.

GEORGIA

Georgia organized a state-operated advisory council in FY-76. It is appointed by the State Board of Education. The cost of meeting federal criteria was considered too high.

HAWAII

The Hawaii State Advisory Council for Adult Education is mandated by state statute and has broad responsibilities. Appointed by the State Board of Education, it has 15 or more members and meets quarterly. Industry, labor, civic organizations and education are represented. Each county has at least one member. A printed booklet describes the functions of the council.

IDAHO

Idaho has a state council that consists of 10 program administrators who get input from advisory committees of area programs. It will not change to meet federal criteria. The state requires that each local program be reviewed by a local advisory committee.

ILLINOIS

This summer the Governor signed an amendment to Illinois statutes which replaced a dormant advisory council consisting mainly of ex officio members with an Adult and Continuing Education Advisory Committee of 15 members to be appointed by the Governor. It is expected to meet federal criteria for state advisory councils.

INDIANA

Indiana does not have a state advisory council. Ad hoc groups are formed by the State Department of Public Instruction for special tasks involving the federal ABE program.

IOWA

Iowa's State Advisory Council for Adult Education consists of 15 members appointed by the State Superintendent of Public Instruction. It is composed of representatives of: Local and area school administration, minority groups, higher education, business and industry, clergy, labor, school-related groups and the general lay public. For FY-76 it has been assigned $3,000 from state funds.

There is close cooperation between the Iowa Council and NACAE, partly because the Iowa Chairperson, Mary Grefe, is a member of NACAE.

The Iowa Department of Public Instruction distributes a booklet about the Council and provides its members with letterheads, steps to make the Council visible.

A meeting attended by NACAE consisted of a day and half of busy sessions, with students and teachers of adults appearing to discuss their problems with the Council.

The Council has these written objectives:

1. To assist the adult education staff of the State Department of Public Instruction in developing a positive image of adult education as related to all aspects of the adult population of our state.

2. To advise the staff of the Department of Public Instruction on the needs and possibilities of adult education programs in the state.

3. To advise and assist the staff in cooperating with various agencies and interest groups in serving the needs of their particular organizations.

4. To encourage and direct the state staff to collect and disseminate information concerning adult education.

5. To advise and assist the adult education personnel of the state in the evaluation of programs.

6. To serve as a sounding board for the state adult education staff, regarding any proposed projects and/or programs.

At the meeting attended by NACAE, all of these objectives were discussed or acted upon.

KANSAS

The Kansas plan for FY-76 contains the only proposal for that year for a state advisory council that would meet federal requirements.

Its state plan for the council follows:

The State Board of Education shall appoint a State Advisory Council to serve as a liaison group to advise the Adult Education Section and the State Board of Education concerning adult education programs in Kansas.

The State Advisory Council shall be composed of the representatives from the following:

1. Elderly
2. Minority
3. Educationally Disadvantaged
4. Client or Consumer
5. Higher Education

6. Area Vocational-Technical Schools for Career Education
7. Practicing Adult Educator
8. Department of Corrections
9. Public Schools

Advise the State Board of Education with respect to studies for evaluating adult education programs, services, and activities assisted under the Act: and

Prepare and submit to the State Board of Education, the National Advisory Council on Adult Education, established pursuant to Section 311 of the Act, and the U.S. Commissioner of Education, an annual report of its recommendations, accompanied by such additional comments of the State Educational Agency as that agency deems appropriate.

The State Advisory Council shall obtain the services of such professional, technical and clerical personnel as necessary to carry out its functions.

Members of the State Advisory Council and its staff, while serving on the business of the council, may receive subsistence, travel allowances, and compensation in accordance with State law, regulations, and practices applicable to persons performing comparable duties and services.

Costs incurred by State Advisory Council established pursuant to Section 310A of the Act allowable expenditures of Federal funds granted to the States under Section 304 of the Act and of the non-Federal share of State and local funds necessary to earn such Federal funds.

KENTUCKY

The statutory Vocational Education Council serves as the adult education advisory group. There are no plans to form a separate council to meet federal criteria.

LOUISIANA

The Advisory Council for Adult Education in Louisiana is a 12-member body that includes student, business and civic representation.

MAINE

This state's advisory council was ended two years ago. There are task forces for special projects. This is regarded as effective and there is no plan to change.

MARYLAND

Maryland has a state Adult Education Advisory Committee, also regional and local committees. The committee meets at least four times a year.

MASSACHUSETTS

The Ad Hoc Advisory Committee on Adult and Continuing Education did not meet in 1974 or 1975.

MICHIGAN

The State Advisory Council for Adult and Continuing Education Services is part of a state advisory council system under which the State Superintendent of Education has departments submit programs and proposals to an advisory committee before they are submitted to him for action.

The council meets regularly, has broad representation, has active subcommittees, and concerns itself with broad issues.

It is state financed and staffed by the State Department of Education, Adult and Continuing Education Services. Travel expenses are paid on request.

The Council meets federal regulations on membership but there is no plan to seek federal certification. It is appointed by the State Board of Education.

Jurisdiction includes vocational education and community schools.

The Council does not lobby or deal with the general public, although it is involved with public issues as well as program and training problems

MINNESOTA

Minnesota does not have an adult education advisory body. Funding out of the 5% administrative set-aside was a major deterring factor in deciding against a council meeting federal criteria. Ad hoc advisory groups are formed by the state's adult education office to examine various aspects of adult learning in the state.

MISSISSIPPI

The Mississippi Adult Education Ad Hoc Advisory Committee is a group of 14 members, three professors of education and 11 adult education administrators. It is state financed and staffed, advises on programs and does informal evaluation.

MISSOURI

A council which had used federal funds for expenses was disbanded. The state feels it can not finance a council from its administrative funds.

MONTANA

The chief state school officer, who is elected, is not authorized under federal regulations to appoint a council. The governor has not elected to appoint a council.

NEBRASKA

Nebraska will use an ad hoc five-member review board appointed by the Commissioner of Education and approved by the State Board for advisory purposes in FY-1976. Members will represent the community colleges, higher education, the public school system and adult education clients. Formerly the Vocational Education Council had oversight on ABE programs.

NEVADA

Nevada has an Advisory Council for Manpower Training and Career Education. Its jurisdiction covers adult, vocational, and career education and other manpower activities. It has its own staff.

NEW HAMPSHIRE

The state has reorganized its advisory council, which is appointed by the State Board of Education. The new state plan does not provide for compliance with the federal requirement of gubernatorial appointment but does provide for broad representation in its membership, including students.

NEW JERSEY

The New Jersey State Advisory Council for Adult, Continuing and Community Education is a 21-member body that operates without state or federal funds. It has a well-balanced membership, holds public meetings and works closely with local advisory groups. Business executives play an active role. The Council publishes an annual report.

NEW MEXICO

The New Mexico Adult Basic Education Advisory Board consists of 6 members appointed by the State Board of Education. It consists of educators and public members. It is state financed and there is no plan to meet federal requirements. It is reported to have been effective in getting state ABE appropriations.

NEW YORK

New York terminated a limited adult education advisory group in 1974 and does not plan to consider a new one until organization changes have been worked out.

NORTH CAROLINA

North Carolina considered forming a council but decided it could not afford one.

NORTH DAKOTA

North Dakota has no council, nor plans to form one.

OHIO

Ohio let an existing council expire on December 31, 1974. It holds that federal regulations are too restrictive. Experts are used to advise on 309 Projects. They are appointed by the state superintendent.

OKLAHOMA

This state has had an Advisory Council for Adult Education since the start of the federal ABE program. It consists of 10 members appointed by the State Board of Education. It is financed by the State. There is no plan to comply with federal requirements.

OREGON

Oregon has had a State Adult Basic Education Advisory Committee since the inception of the federal Adult Basic Education program. It is an 11-member body appointed by the State Board of Education. It is now broadly representative and will meet federal membership criteria except appointment by the Governor.

It is linked with local advisory committees and moves its meetings around the state so it can look at local programs. Its members represent educational and allied interest institutions.

The Council is state staffed and funded as part of the four-state-dollars-to-one-federal-dollar ratio of ABE funding.

The Committee evaluates programs and proposals through subcommittees, holds public meetings, and makes an organized effort to meet the needs of adult learners. Its primary focus is on ABE.

The state director regards the advisory body as valuable. The members respond by giving a good deal of time to its service.

PENNSYLVANIA

Pennsylvania terminated its adult education council in 1975. The state is reducing the number of its advisory bodies.

RHODE ISLAND

Rhode Island has no adult education advisory council. The Commissioner of Education has named a group to study consolidation of existing advisory groups. Ad hoc advice is obtained on ABE staff development.

SOUTH CAROLINA

South Carolina has no formal advisory committee on adult education. An informal group composed largely of business and professional people has existed since federal ABE began. It meets twice a year. It is appointed by the State Superintendent.

SOUTH DAKOTA

South Dakota has had an advisory council since 1967. It is broadly representative, including a former student, minority representation, and a business man as well as educators and representatives of allied services. The name is being changed to State Strategy Board on Adult Education. Local councils are encouraged. The Council holds public hearings.

TENNESSEE

Tennessee has no advisory council but uses ad hoc groups for advice on teacher training programs and other activities.

TEXAS

The Advisory Council for Technical-Vocational Education is assigned general responsibilities under state law as the advisory council to the State Board of Education for vocational education, adult education, and manpower training. It has established an adult education committee and assigned staff to support that committee.

UTAH

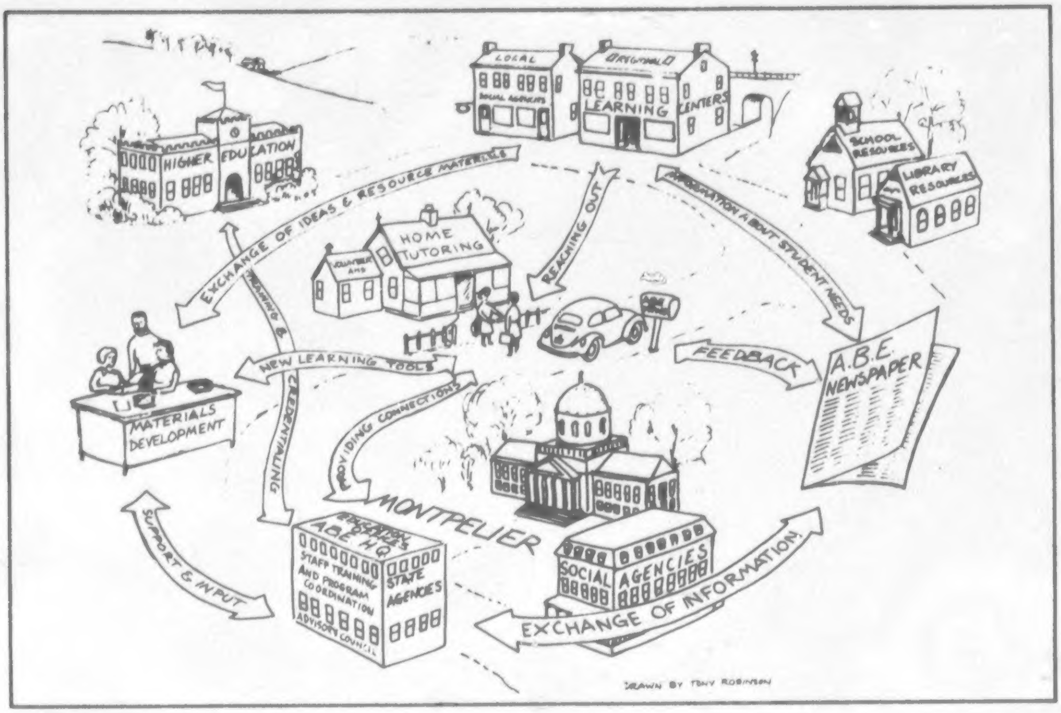
There is no advisory council but advice is sought on an informal basis. The state hopes to strengthen local advisory participation before considering a state advisory council that would meet federal criteria.

VERMONT

The Vermont Adult Education Advisory Council of 17 members, appointed by the Governor, is being expanded to more than 20 members and expects to meet federal criteria. It probably will remain state-funded (out-of-pocket travel is major expense) but might use federal funds. As of now, all administrative costs are state funds.

The state Council has called attention to school districts and the state board to the fact that the law allows ABE students to be included in attendance figures that determine the amount of state aid, thus providing incentive for strong local ABE programs.

The Council plays a major role in the drafting of the state plan, which contains imaginative and effective graphics, (see attached pictograph showing how the state plan is put together).


LOCAL
SOCIAL AGENCIES
ORIGINAL
LEARNING CENTERS
HIGHER EDUCATION
SCHOOL RESOURCES
LIBRARY RESOURCES
EXCHANGE OF IDEAS & RESOURCE MATERIALS
REACHING OUT
INFORMATION ABOUT STUDENT NEEDS
HOME TUTORING
VOLUNTEER AND
TRAINING &
CREDENTIALING
NEW LEARNING TOOLS
FEEDBACK
A.B.E. NEWSPAPER
MATERIALS DEVELOPMENT
PROVIDING CONNECTIONS
MONTPELIER
SUPPORT & INPUT
EDUCATION OFFICES
A.B.E. H.Q.
STAFF TRAINING AND PROGRAM COORDINATION
ADVISORY COUNCIL
STATE AGENCIES
SOCIAL AGENCIES
EXCHANGE OF INFORMATION
DRAWN BY TONY ROBINSON

In Vermont the Advisory Council plays a major role in the preparation of the state plan and in its implementation. Graphics are used in the state plan submitted to the Office of Education to clarify the interplay of resources utilized in the Vermont program. This pictograph comes from this year's Vermont program plan submitted to the Office of Education.

VIRGINIA

There is no state advisory council or plans to start one. There are some local advisory groups. The state does use ad hoc committees established to meet specific needs.

WASHINGTON

This state prefers its ad hoc committees, set up to meet specific needs, to a state advisory council and has no plans to form one.

WEST VIRGINIA

The Vocational Education Council has jurisdiction over adult education. There are no plans for federal certification of a new adult education council.

WISCONSIN

The state has no advisory council nor plans for one. It does get advice from ad hoc groups. Vocational, technical and adult education are under the jurisdiction of a state board with this as its only jurisdiction. Higher Education is the responsibility of the Board of Regents of the University of Wisconsin system, which includes the elected states superintendent and the President of the V.T.&A.E. Board. The Department of Public Instruction, responsible for elementary and secondary education, does not have responsibility for adult education.

WYOMING

Wyoming, which once had a separate Adult Education Council, now uses its Vocational Education Council for advice on adult education. A subcommittee of the vocational education group, with four members, handles ABE oversight. There are no plans to meet federal criteria.

AMERICAN SAMOA

America Samoa is replacing a temporary council with a new council to be recommended by the state ABE coordinator and appointed by the Governor. It will operate this year and meet federal criteria.

DISTRICT OF COLUMBIA

The Mayor's Advisory Council on Adult Literacy serves as the advisory council on adult education. It is an inter-agency body. The Adult Education Demonstration Center has an advisory council with public representatives.

GUAM

Guam is organizing a 10-member council to operate this year under federal standards.

PUERTO RICO

There is no advisory structure.

TRUST TERRITORY OF THE PACIFIC ISLANDS

The Trust Territory of the Pacific Islands plans to form an advisory council meeting federal standards for FY-76.

VIRGIN ISLANDS

The United States Virgin Islands is organizing a 9-member advisory council to operate this year. Seven members will come from the general public and two will be adult educators.

UNIT II

Advisory Councils Appointment Authority

The Federal statute provides that state adult education advisory councils which use Federal funds must be appointed by the Governor or by an elected board of education, including a board elected by the Legislature. When such a board exists, the law does not state whether its authority to appoint takes precedence over the Governor's authority or whether the board can appoint only if the authority is delegated by the Governor.

Most existing state advisory boards are appointed by state boards or chief state school officers or their subordinates.

It would seem that the appointive authority should be clarified. There are indications that the appointive power might be more likely to be used if it resided in state departments of education.

A table is attached which provides the latest information available for this survey on the method of selection of state education boards and chief state school officers.

METHOD OF SELECTING STATE SCHOOL OFFICIALS

State	Board of Education Designation	Method of Selection	Chief State School Officer Designation	Method of Selection
ALABAMA	State Board of Education	Partisan Election	Superintendent	Board Appointed
ALASKA	State Board of Education	Governor Appointed	Commissioner	Board Appointed
ARIZONA	State Board of Education	Governor Appointed	Superintendent	Popular Vote
ARKANSAS	State Board of Education	Governor Appointed	Commissioner	Board Appointed
CALIFORNIA	State Board of Education	Governor Appointed	Superintendent	Popular Vote
COLORADO	State Board of Education	Partisan Election	Commissioner	Board Appointed
CONNECTICUT	State Board of Education	Governor Appointed	Commissioner	Board Appointed
DELAWARE	State Board of Education	Governor Appointed	Superintendent	Board Appointed
FLORIDA	State Board of Education	Ex Officio*	Commissioner	Popular Vote
GEORGIA	State Board of Education	Governor Appointed	Superintendent	Popular Vote
HAWAII	State Board of Education	Partisan Election	Superintendent	Board Appointed

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*By virtue of office or position held

METHOD OF SELECTING STATE SCHOOL OFFICIALS

State	Board of Education Designation	Method of Selection	Chief State School Officer Designation	Method of Selection
IDAHO	State Board of Education	Governor Appointed	Superintendent	Popular Vote
ILLINOIS	State Board of Education	Governor Appointed	Superintendent	Board Appointed
INDIANA	State Board of Education	Governor Appointed	Superintendent	Popular Vote
IOWA	State Board of Public Instruction	Governor Appointed	Superintendent	Board Appointed
KANSAS	State Board of Education	Partisan Election	Commissioner	Board Appointed
KENTUCKY	State Board of Education	Governor Appointed	Superintendent	Popular Vote
LOUISIANA	Board of Elementary & Secondary Education	Partisan Election	Superintendent	Popular Vote
MAINE	State Board of Education	Governor Appointed	Commissioner	Governor Appointed
MARYLAND	State Board of Education	Governor Appointed	Superintendent	Board Appointed
MASSACHUSETTS	Board of Education	Governor Appointed	Commissioner	Board Appointed
MICHIGAN	State Board of Education	Partisan Election	Superintendent	Board Appointed
MINNESOTA	State Board of Education	Governor Appointed	Commissioner	Board Appointed

METHOD OF SELECTING STATE SCHOOL OFFICIALS

State	Board of Education Designation	Method of Selection	Chief State School Officer Designation	Method of Selection
MISSISSIPPI	State Board of Education	Ex Officio*	Superintendent	Popular Vote
MISSOURI	State Board of Education	Governor Appointed	Commissioner	Board Appointed
MONTANA	State Board of Education	Governor Appointed	Superintendent	Popular Vote
NEBRASKA	State Board of Education	Nonpartisan Election	Commissioner	Board Appointed
NEVADA	State Board of Education	Nonpartisan Election	Superintendent	Board Appointed
NEW HAMPSHIRE	State Board of Education	Governor Appointed	Commissioner	Board Appointed
NEW JERSEY	State Board of Education	Governor Appointed	Commissioner	Governor Appointed
NEW MEXICO	State Board of Education	Partisan Election	Superintendent	Board Appointed
NEW YORK	Board of Regents, The University of the State of New York	Legislature Election	Commissioner	Board Appointed
NORTH CAROLINA	State Board of Education	Governor Appointed	Superintendent	Popular Vote

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*By virtue of office or position held

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METHOD OF SELECTING STATE SCHOOL OFFICIALS

State	Board of Education Designation	Method of Selection	Chief State School Officer Designation	Method of Selection
NORTH DAKOTA	State Board of Public School Education	Governor Appointed	Superintendent	Popular Vote
OHIO	State Board of Education	Nonpartisan Election	Superintendent	Board Appointed
OKLAHOMA	State Board of Education	Governor Appointed	Superintendent	Popular Vote
OREGON	State Board of Education	Governor Appointed	Superintendent	Popular Vote
PENNSYLVANIA	State Board of Education	Governor Appointed	Secretary	Governor Appointed
RHODE ISLAND	Board of Regents	Governor Appointed	Commissioner	Board Appointed
SOUTH CAROLINA	State Board of Education	Legislative delegations Election	Superintendent	Popular Vote
SOUTH DAKOTA	State Board of Education	Governor Appointed	Superintendent	Board Appointed
TENNESSEE	State Board of Education	Governor Appointed	Commissioner	Governor Appointed
TEXAS	State Board of Education	Election	Commissioner	Board Appointed
UTAH	State Board of Education	Nonpartisan Election	Superintendent	Board Appointed
VERMONT	State Board of Education	Governor Appointed	Commissioner	Board Appointed

METHOD OF SELECTING STATE SCHOOL OFFICIALS

State	Board of Education Designation	Method of Selection	Chief State School Officer Designation	Method of Selection
VIRGINIA	State Board of Education	Governor Appointed	Superintendent	Governor Appointed
WASHINGTON	State Board of Education	*	Superintendent	Popular Vote
WEST VIRGINIA	State Board of Education	Governor Appointed	Superintendent	Board Appointed
WISCONSIN	NO STATE BOARD FOR PUBLIC ELEMENTARY AND SECONDARY EDUCATION		Superintendent	Popular Vote
WYOMING	State Board of Education	Governor Appointed	Superintendent	Popular Vote
AMERICAN SAMOA	Board of Regents	Governor Appointed	Director	Governor Appointed
DISTRICT OF COLUMBIA	Board of Education	Nonpartisan Election	Superintendent	Board Appointed
GUAM	Territorial Board of Education	Governor Appointed	Director	Board Appointed
PUERTO RICO	Commonwealth Board of Education	Governor Appointed	Secretary	Governor Appointed

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*Elected members of boards of directors of school districts within their respective congressional districts.

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METHOD OF SELECTING STATE SCHOOL OFFICIALS

State	Board of Education Designation	Method of Selection	Chief State School Officer Designation	Method of Selection
TRUST TERRITORY OF THE PACIFIC ISLANDS	Micronesia Board of Education	High Comm. Appointed	Director	Governor Appointed
VIRGIN ISLANDS	Virgin Islands Board of Education	At large basis election	Commissioner	Governor Appointed

METHOD OF SELECTION TOTALS:

BOARD OF EDUCATION

Election	17
Appointment	36
Ex Officio	2

CHIEF STATE SCHOOL OFFICER

Popular Vote	18
Board Appointed	29
Governor Appointed	9

UNIT III

Federal Funding Provisions for State Councils

The provision that any federal funds for operation of federally certified state advisory councils on adult education must come from the administration allocation seems to discourage the formation of councils.

The 5% (actually 5 of 105 units, with adjustments for small states) was regarded by many respondents as too restrictive without a take-out for an advisory council.

It was pointed out by several respondents that travel and many other expenses would be as great for a large state with a small population as for New York or California.

Service to councils usually is absorbed in administrative overhead and many members of state councils do not seek reimbursement for travel expenses even when authorized.

A state table shows the amount of federal funds allocated to each state for vocational education and the additional amount allocated for the state vocational education advisory council. The same table shows the amount allocated to each state for adult basic education and the amount that can be taken out of this for administrative purposes. State adult education advisory councils can use federal funds only if they come from this administrative set-aside. Some states are allocated more for vocational education advisory councils than the entire amount allocated for ABE administration.

FEDERAL ALLOTMENTS FOR VOCATIONAL AND ADULT EDUCATION FY 75-76

State	[1] Federal Funds for Vocational Education FY-75	[2] Federal Funds for Vocational Education Advisory Councils	[3] Federal Funds for Adult Education FY 75 & 76	[4] Adult Education Administrative Allotment*
ALABAMA	10,698,023	85,138	1,344,029	53,359
ALASKA	1,060,773	50,000	190,545	35,000
ARIZONA	5,669,231	50,000	518,744	35,000
ARKANSAS	5,955,022	50,000	827,612	35,000
CALIFORNIA	44,384,813	146,685	4,517,430	179,345
COLORADO	6,665,794	51,802	601,541	35,000
CONNECTICUT	6,064,668	50,000	951,493	37,775
DELAWARE	1,514,545	50,000	274,483	35,000
FLORIDA	18,168,967	145,711	1,786,037	70,907
GEORGIA	13,798,983	110,391	1,570,391	62,345
HAWAII	2,202,706	50,000	312,647	35,000
IDAHO	2,553,784	50,000	320,090	35,000
ILLINOIS	23,043,612	146,685	3,529,037	140,105
INDIANA	13,665,932	108,861	1,626,206	64,561
IOWA	7,476,818	58,491	951,736	37,784
KANSAS	5,993,909	50,000	763,952	35,000
KENTUCKY	9,962,433	79,158	1,325,422	52,620

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*These funds are taken from the total figure listed in the column to the left. Vocational Education Council allocations are in addition to the total state allotment of funds for program and research.

FEDERAL ALLOTMENTS FOR VOCATIONAL AND ADULT EDUCATION FY 75-76

State	[1] Federal Funds for Vocational Education FY-75	[2] Federal Funds for Vocational Education Advisory Councils	[3] Federal Funds for Adult Education FY 75 & 76	[4] Adult Education Administrative Allotment*
LOUISIANA	11,567,031	92,218	1,439,291	57,141
MAINE	3,216,915	50,000	447,145	35,000
MARYLAND	9,423,585	50,000	1,159,714	46,041
MASSACHUSETTS	12,921,650	102,321	1,706,542	67,751
MICHIGAN	21,411,219	146,685	2,625,728	104,243
MINNESOTA	10,185,447	80,466	1,153,991	45,814
MISSISSIPPI	7,274,753	57,066	948,731	37,665
MISSOURI	12,038,174	95,652	1,674,712	66,487
MONTANA	2,342,761	50,000	325,781	35,000
NEBRASKA	4,147,498	50,000	542,844	35,000
NEVADA	1,409,745	50,000	212,470	35,000
NEW HAMPSHIRE	2,254,667	50,000	330,025	35,000
NEW JERSEY	14,155,170	111,833	2,209,212	87,707
NEW MEXICO	3,694,068	50,000	402,261	35,000
NEW YORK	34,354,508	146,685	5,925,791	235,257
NORTH CAROLINA	15,835,706	127,204	1,780,990	70,706
NORTH DAKOTA	2,217,973	50,000	334,999	35,000
OHIO	26,214,698	146,685	3,248,160	128,954

*These funds are taken from the total figure listed in the column to the left. Vocational Education Council allocations are in addition to the total state allotment of funds for program and research.

FEDERAL ALLOTMENTS FOR VOCATIONAL AND ADULT EDUCATION FY 75-76

State	[1] Federal Funds for Vocational Education FY-75	[2] Federal Funds for Vocational Education Advisory Councils	[3] Federal Funds for Adult Education FY 75 & 76	[4] Adult Education Administrative Allotment*
OKLAHOMA	7,625,167	59,933	910,306	36,140
OREGON	5.920,161	50,000	650,442	35,000
PENNSYLVANIA	28,092,673	146,685	4,105,003	162,971
RHODE ISLAND	2,639,377	50,000	451,990	35,000
SOUTH CAROLINA	8,764,011	69,313	1,071,826	42,552
SOUTH DAKOTA	2,357,545	50,000	344,287	35,000
TENNESSEE	12,025,936	96,119	1,491,557	59,216
TEXAS	32,463,204	146,685	3,281,437	130,275
UTAH	3,872,564	50,000	338,150	35,000
VERMONT	1,621,232	50,000	257,409	35,000
VIRGINIA	13,201,663	105,223	1,489,781	59,145
WASHINGTON	8,674,060	68,122	916,988	36,405
WEST VIRGINIA	5,355,013	50,000	835,680	35,000
WISCONSIN	11,910,220	94,566	1,381,265	54,837
WYOMING	1,225,601	50,000	222,750	35,000

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*These funds are taken from the total figure listed in the column to the left. Vocational Education Council allocations are in addition to the total state allotment of funds for program and research.

FEDERAL ALLOTMENTS FOR VOCATIONAL AND ADULT EDUCATION FY 75-76

State	[1] Federal Funds for Vocational Education FY-75	[2] Federal Funds for Vocational Education Advisory Councils	[3] Federal Funds for Adult Education FY 75 & 76	[4] Adult Education Administrative Allotment*
AMERICAN SAMOA	97,621	50,000	79,863	35,000
DISTRICT OF COLUMBIA	1,728,117	50,000	374,932	35,000
GUAM	270,788	50,000	139,762	35,000
PUERTO RICO	8,628,102	65,678	1,037,200	41,177
TRUST TERRITORY	282,307	50,000	139,727	35,000
VIRGIN ISLANDS	181,512	50,000	79,863	35,000
TOTAL	530,482,455	4,316,000	67,500,000	3,214,285

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*These funds are taken from the total figure listed in the column to the left. Vocational Education Council allocations are in addition to the total state allotment of funds for program and research.

Footnotes

[1] Vocational education funds are allocated on a formula based on the percapita income of a state and the number of persons in three population groups age 15-19 is weighted at 50%; age 20-24 at 20% and age 25-65 is weighted at 15%. The remainder involves a complicated calculation with the figures cited.

[2] Vocational Education Advisory Councils are allocated 1% of the state allocation, in addition to that allocation. The Advisory Council gets not less than $50,000 or more than $150,000.

[3] Adult Basic Education federal grants to the states are allocated on the following formula.

Assistance Considerations:

Formula and Matching Requirements: From the sums available, the Commissioner allots not more than 1 percent among Guam, American Samoa, the Trust Territory of the Pacific Islands, and the Virgin Islands and $150,000 to each State, the District of Columbia and Puerto Rico. From the remainder of such sums he allots to each State, the District of Columbia and Puerto Rico an amount which bears the same ratio to such remainder as the number of adults, 16 years of age and over who do not have a certificate of graduation from a school providing secondary education (or its equivalent) and who are currently required to be enrolled in schools in such State bears to the number of such adults in all states. The matching requirement for each State is 10 percent non-Federal and 90 percent Federal, except that the federal share for the Trust Territory of the Pacific Islands is 100 percent.

[4] Administrative funds are limited to 5 percent of the total federal program grant, with a minimum of $35,000.

The regulations for administrative funds provide:

Eligible costs for administration of annual program plan. To the extent that they are reasonably necessary for and attributable to carrying out the annual program plan, the eligible administrative costs, at the discretion of the State educational agency, may include the following:

(1) Salaries of the professional and clerical staff, including

all amounts deducted or withheld as contributions to retirement, health, or other welfare benefit funds maintained for such staff. For employees of the State educational agency, the retirement fund contributions may be computed in conformity with State laws or regulations governing the State's share of such contribution;

(2) Fees and approved expenses of consultants, panel members, and other persons or groups acting in an advisory capacity (see Appendix B of GEPR);

(3) Expenses connected with committees, workshops, and conferences which relate to State administration;

(4) Travel expenses of staff and consultants are allowable in accordance with established appropriate State, local, or institutional travel regulations and limitations;

(5) Communications costs;

(6) Supplies, printing, and printed materials;

(7) Rental or, or, where economically justified, purchase or office and program equipment;

(8) Rental cost of space in a privately or publicly owned building is allowable (including the cots of utilities and custodial services) if; The cost does not exceed comparable rental on a square foot basis in the particular locality for the period of occupancy; the expenditure represents an actual cost; and like charges are made to other agencies occupying similar space for similar purposes;

(9) Maintenance and operation costs (such as utilities, insurance, security, janitorial services, elevator service, upkeep of grounds, normal repairs and alterations) are allowable to the extent they are not otherwise included in rental or other charges for space, and

(10) Costs incurred for rearrangements and alterations of facilities required specifically for the grant program or those that materially increased the value or useful life of the facilities are allowable when specifically approved by the grantor agency.

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NATIONAL ADVISORY COUNCIL ON ADULT EDUCATION
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WASHINGTON, D.C. 20004

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TITLE: ADULT FUNCTIONAL COMPETENCY: A SUMMARY.

DESCRIPTOR: *ADULTS; *FUNCTIONAL ILLITERACY; *PERFORMANCE SPECIFICATIONS; *DAILY LIVING SKILLS; NATIONAL SURVEYS; RESEARCH; ILLITERATE ADULTS; EDUCATIONALLY DISADVANTAGED; DISADVANTAGED GROUPS; EDUCATIONAL NEEDS; ADULT BASIC EDUCATION; *EDUCATIONAL ASSESSMENT

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ABSTRACT: THE GOAL OF THIS PROJECT WAS TO SPECIFY THE COMPETENCIES WHICH ARE FUNCTIONAL TO THE ECONOMIC AND EDUCATIONAL SUCCESS OF THE ADULT POPULATION OF THE U.S. IN TODAY'S SOCIETY AND TO DEVELOP DEVICES FOR ASSESSING THOSE COMPETENCIES. FROM VARIOUS SOURCES OF INFORMATION INCLUDING LITERATURE REVIEWS, INTERVIEWS, AND SURVEYS, A TAXONOMY OF ADULT NEEDS WAS DEVELOPED IN THE FIVE GENERAL KNOWLEDGE AREAS OF CONSUMER ECONOMICS, OCCUPATIONAL KNOWLEDGE, COMMUNITY RESOURCES, HEALTH, AND GOVERNMENT AND LAW. PERFORMANCE REQUIREMENTS IN THE FORM OF OBJECTIVES WERE SPECIFIED AND PERFORMANCE INDICATORS WERE WRITTEN FOR EACH COMPETENCY. AFTER AN INITIAL FIELD TESTING, ADULT LEVELS OF PERFORMANCE OF A NATIONALLY REPRESENTATIVE SAMPLE WERE ASSESSED WITH REGARD TO THE OBJECTIVES. IT WAS FOUND THAT APPROXIMATELY ONE-FIFTH OF U.S. ADULTS ARE FUNCTIONING WITH DIFFICULTY. RESULTS OF THE SURVEY ARE PRESENTED BY PROPORTION OF POPULATION FOR EACH KNOWLEDGE AREA AND BY PROPORTION OF POPULATION FOR EACH MAJOR DEMOGRAPHIC GROUPING. THE IMPLICATIONS OF THE SURVEY RESULTS FOR ADULT BASIC EDUCATION ARE DISCUSSED, WITH ACTIVITIES OR PRODUCTS INDICATED AT FOUR OPERATIONAL LEVELS: THE CLASSROOM, THE LOCAL PROGRAM LEVEL, THE STATE LEVEL, AND THE NATIONAL LEVEL. ATTACHED IS THE ADULT PERFORMANCE LEVEL DESCRIPTION OF COMPETENCY, WITH GOAL STATEMENT, OBJECTIVES, AND TASKS. (AUTHOR/NJ)

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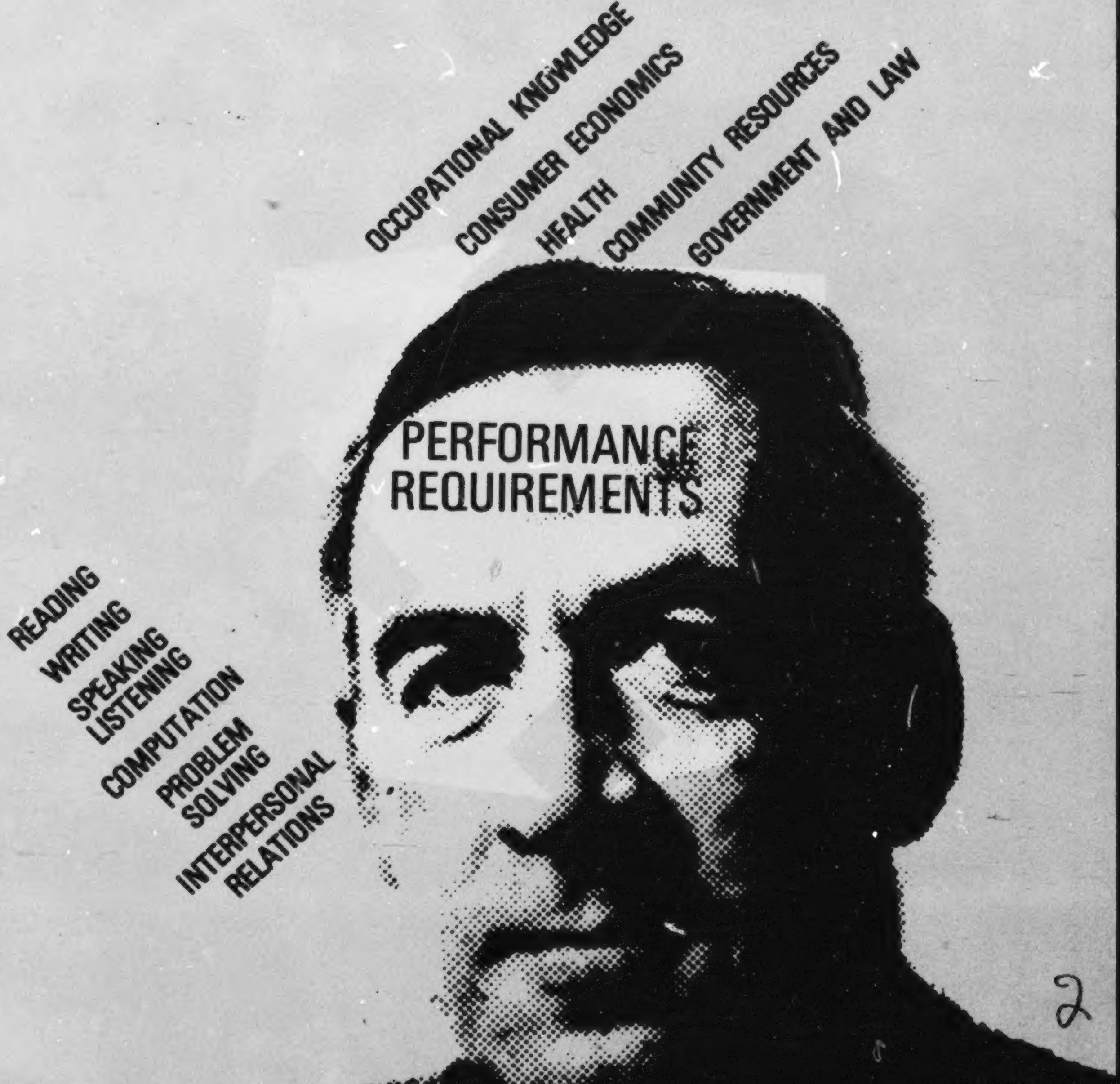
ADULT FUNCTIONAL COMPETENCY:

A Summary


OCCUPATIONAL KNOWLEDGE
CONSUMER ECONOMICS
HEALTH
COMMUNITY RESOURCES
GOVERNMENT AND LAW
PERFORMANCE REQUIREMENTS
READING
WRITING
SPEAKING LISTENING
COMPUTATION
PROBLEM SOLVING
INTERPERSONAL RELATIONS

VT 102 915

ADULT FUNCTIONAL COMPETENCY: A Summary

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I. OBJECTIVES

The ability to use skills and knowledge with the functional competence needed for meeting the requirements of adult living is often called "functional literacy," "survival literacy," or, occasionally, "coping skills." The central objectives of the Adult Performance Level (APL) project are to specify the competencies which are functional to economic and educational success in today's society and to develop devices for assessing those competencies of the adult population of the United States.

Although millions, perhaps billions, of dollars have been spent on educational research, practically all of that money has been in support of studies designed to either develop educational programs or products or to compare the effectiveness or efficiency of competing programs and products. Unfortunately, questions of effectiveness and efficiency are irrelevant if the objectives on which programs are based are not appropriate.

Attempts to use the tools of behavioral and operations research to specify the transcendent objectives of educational systems have been practically nonexistent. Researchers are much more adept at answering the question, "Which reading program is most effective?" than the more fundamental question, "Why is reading important?" The Adult Performance Level project activities occur in the latter arena.

II. A THEORY AND METHODOLOGY OF ADULT FUNCTIONAL COMPETENCY

The APL theory of functional competency was arrived at in the following manner. The staff focused on the first objective of the project which was to identify basic requirements for adult living. Rather than rely upon expert opinion, four simultaneous lines of research were pursued.

1. Review of related literature and research. A wide variety of behavioral and social research was reviewed in order to find a way to categorize the needs of the undereducated and underemployed adult. In addition to the traditional sources of information, the documentation of dozens of studies or projects which had so-called disadvantaged groups as their target was collected and reviewed. Data gathered by the National Assessment of Educational Progress project was also of great use.

2. An extensive survey of state and federal agencies and foundations was conducted in order to identify characteristics which distinguished the successful from the unsuccessful adult. The assumption was that a major source of knowledge of minimum performance criteria existed in the experiences, accumulated data, and reports of professionals who deal with the minimally performing adult. For example, interviews were conducted with 49 individuals from 25 different state and federal agencies during the initial phase. These persons provided literature, studies, data, and comments relevant to the objectives of the project.

3. A series of conferences on adult needs was conducted in different regions of the country. Adult educators, members of the private sector (e.g., supervisors and personnel managers), and members of different state and federal

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agencies were brought together to review APL progress and to add their insights and information to the pool.

4. A continuing series of semi-structured interviews with undereducated and underemployed persons was begun in order to gather some first-hand data on their felt needs.

The result of these activities, which occupied much of the first year of the study, was a taxonomy of adult needs which finally came to be called "general knowledge areas." These general areas, which may be considered as the content of adult literacy, are now known as (1) consumer economics, (2) occupational (or occupationally-related) knowledge, (3) community resources, (4) health, and (5) government and law.

Having identified the general knowledge areas which seemed to be the most critical to adult performance related to the acquisition of literacy, data which had been obtained were then reanalyzed. This time, however, the concern was not with the content of literacy, but with the skills involved. Four primary skills seemed to account for the vast majority of requirements placed on adults. These skills were named (1) communication skills (reading, writing, speaking, and listening), (2) computation skills, (3) problem solving skills, and (4) interpersonal relations skills.

By this time it should be clear that the concern of the APL project is much more than the stereotypical notion of literacy. Because the term "literacy" popularly connotes a low level of functioning (e.g., the ability to read and write one's name) which may have nothing to do with functional competence, we have chosen to excise the word "literacy" from the rest of this exposition. Instead, we will consistently use the phrase "functional competency." This practice seems to be preferable to reeducating the whole world concerning the true meaning of literacy.

APL findings allowed for the construction of a general theory of adult functional competency which is summarized below:

1. Functional competency is a construct which is meaningful only in a specific societal context. A correlary of this thesis is that, just as functional competency is culture-bound, it is perhaps even more closely bound to the technological state of a particular society. The person who is functionally competent in one society may be incompetent in another. Furthermore, as technology changes, the requirements for competency change.

2. Functional competency does not consist just of a single skill or even a set of skills. Relevant to the skills and general knowledge areas identified by APL research, functional competency is two-dimensional; it is best described as the application of a set of skills to a set of general knowledge areas (see Figure 1 on following page) which results from the requirements imposed upon members of a society. The APL project used this approach as the basic framework for generating the essential elements or performance requirements of adult functional competency.

3. Adult competency is a function of both individual capabilities and societal requirements. To restate the thesis: A person is functionally competent only to the extent that he or she can meet the requirements which are extant

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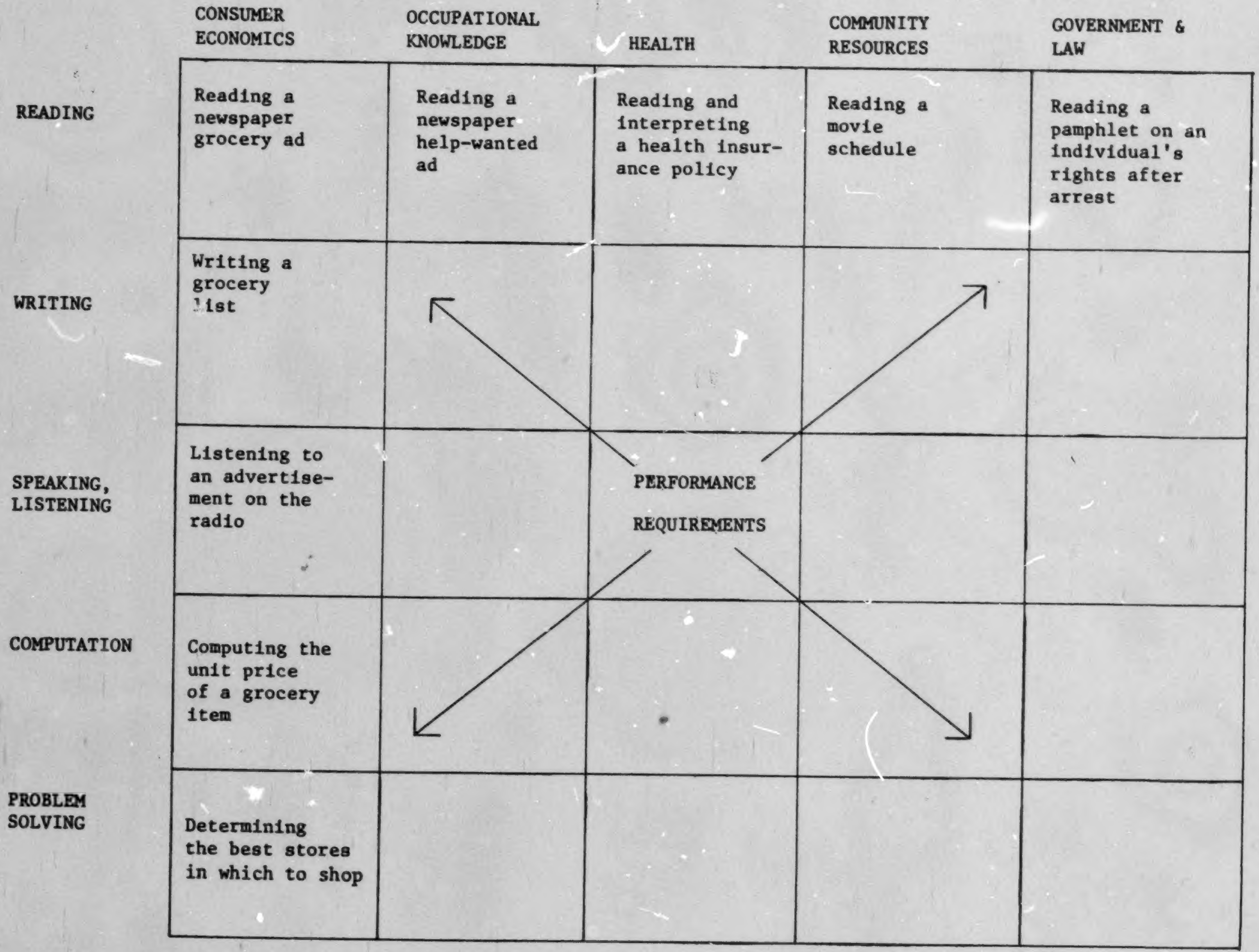

	CONSUMER ECONOMICS	OCCUPATIONAL KNOWLEDGE	HEALTH	COMMUNITY RESOURCES	GOVERNMENT & LAW
READING	Reading a newspaper grocery ad	Reading a newspaper help-wanted ad	Reading and interpreting a health insurance policy	Reading a movie schedule	Reading a pamphlet on an individual's rights after arrest
WRITING	Writing a grocery list				
SPEAKING, LISTENING	Listening to an advertisement on the radio		PERFORMANCE REQUIREMENTS		
COMPUTATION	Computing the unit price of a grocery item				
PROBLEM SOLVING	Determining the best stores in which to shop				

FIGURE 1. The APL Model of Functional Competency.

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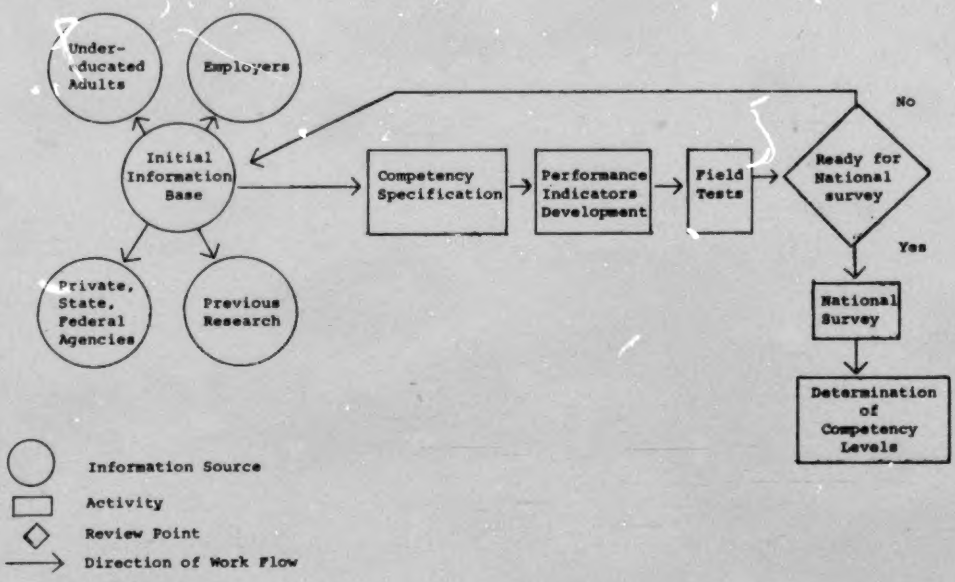
at a given point in time. If the requirements change and the individual does not adapt by either acquiring more or different knowledges and skills, then that person becomes less competent. Functional competence is a dynamic process, rather than a static state.

4. Functional competency is directly related in a mathematical sense to success in adult life. This is an operating assumption which underlies all APL research activities. However we define functional competency, we expect more competent adults to be more successful.

The APL project has drawn from a variety of educational, sociological, economic and behavioral studies to analyze different criteria of success. Based on this experience, an index of success is used which is a composite of (1) income, (2) level of education, and (3) occupational status. The assumption that competency is directly related to success implies that not only must the measure be derived from performances which are taken from the adult milieu, but that performance on such a measure must be positively correlated to success.

Once a general theory of functional competency had been developed and a taxonomy of associated adult performances created, the way was open for the evolution of the final APL methodology, which is summarized in the following diagram and discussion.

APL RESEARCH PROCESS


Under-educated Adults
Employers
Initial Information Base
Private, State, Federal Agencies
Previous Research
Competency Specification
Performance Indicators Development
Field Tests
Ready for National survey
No
Yes
National Survey
Determination of Competency Levels
Information Source
Activity
Review Point
Direction of Work Flow

Methodology

1. Specification of competencies. From the sources of information identified previously, the performance requirements are aggregated into general requirement statements called "objectives." These objectives are keyed to the five APL general knowledge areas.

The set of objectives, taken as a whole, form the APL description of the behaviors which are important to adult competency. A copy of the latest APL objectives can be found at TAB A.

2. Development of performance indicators. Performance indicators are written for each competency. These are not "test items" in the traditional sense. Because they reflect requirements taken from adult life, they are small simulations of what is demanded of the adult by his or her society, and they require the adult to employ communication, problem-solving, and interpersonal relations skills in a variety of adult-related situations.

3. Field test and subsequent revision. Initial versions of the performance indicators were field tested with undereducated and underemployed adults. An initial round of field testing involving some 3,500 adults was conducted with the cooperation of Adult Basic Education programs in 30 states. Since that time, several thousand more adults have been tested in a number of states with subsequent versions of the performance indicators. Field testing and subsequent revision of performance indicators is a continuous, rather than one-time process, as indicated by the flow of activities in Figure 2.

Information gathered during the field test stage is used to respecify objectives and to improve the quality of performance indicators. These revised versions of both objectives and indicators are fed back to the original information sources for further revision and specification. The entire specification-field test-feedback-respecification process is cycled as many times as is necessary to reach consensus regarding a given objective, although typically three iterations are required. Each objective must also meet the empirical tests of non-triviality and of positive correlation to various indicators of success. (Those of you who are so inclined will recognize this method as a somewhat modified Delphi technique.)

4. National assessment of competency. The next step in the APL research process is to determine national levels of performance with regard to the objectives. Performance indicators are formatted into a series of interview schedules. With the assistance of a subcontractor (Opinion Research Corporation, Princeton, New Jersey) a representative sample of adults is drawn from the continental United States, excluding Alaska and Hawaii, and data are obtained from this sample. To date, five independent samples of the population have been drawn, each with a size of not less than 1,500, for a total of 7,500 adults. The overall precision of each sample is about 4% at the 95% confidence level for an item which breaks at the 50-50 level.

5. Determination of competency levels. The final stage of the process is to determine meaningful and well-defined competency levels from data gathered in the various national surveys. This determination is accomplished by (1) examining the performance of the population on an objective-by-objective basis, and (2) describing overall competency in terms of three levels based on an aggregate index (This aggregate index of functional competency is defined below.). In essence, the nationally representative survey data are used to develop "competency profiles" which are associated with different levels of adult success as measured by income, job status, and education. Three such levels have been chosen and are called simply APL 1, APL 2, and APL 3.

APL 1

(ADULTS WHO FUNCTION WITH DIFFICULTY)

APL 1's are those adults whose mastery of competency objectives is associated with:

1. Inadequate income of poverty level or less
2. Inadequate education of eight years of school or fewer
3. Unemployment or occupations of low job status

APL 2

(FUNCTIONAL ADULTS)

APL 2's are those adults whose mastery of competency objectives is associated with:

1. Income of more than poverty level but no discretionary income
2. Education of nine to eleven years of school
3. Occupations falling in medial job status range

APL 3

(PROFICIENT ADULTS)

APL 3's are those adults whose mastery of competency objectives is associated with:

1. High levels of income or varying amounts of discretionary income
2. High levels of education, high school completion or more
3. High levels of job status.

Notice that each of the three APL levels is a conjoint definition based on predicted income, education, and job status. Test data are used to "predict" an adult's success level, based on his functional competencies. Those persons classified as APL 1 are, by and large, "functionally incompetent" or adults who function with difficulty. APL 2's are competent, or adults functioning on a minimal level; and APL 3's are proficient in that their mastery of competency objectives is associated with the highest levels of income, job status and education.

Since the sample data are nationally representative, it is possible to estimate the proportion of the U.S. adult population which comprises each APL level. A discussion of these and other results follow.

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III. HOW FUNCTIONALLY COMPETENT ARE U.S. ADULTS?

In general, the answer to the question posed by this section is "not as competent as we thought." Overall, approximately one-fifth of U.S. adults are functioning with difficulty. This estimate is based on a representative sample of adults performing on indicators which cover the five general knowledge areas and four skills.

The results of the APL national survey on functional competency will be presented as follows: (1) For each general knowledge area and skill area, the proportion of the population estimated to be in levels 1, 2, or 3 are reported; and (2) For each major demographic grouping, the proportion of the population estimated to be in levels 1, 2, or 3 are presented.

Competency levels by knowledge area and skills. The percentages of the adult population which are in APL levels 1, 2, or 3 as determined by performance on those indicators in the survey which measure knowledge and skills are presented in the following table:

Areas	APL Competency Levels		
	1	2	3
Occupational Knowledge	19.1	31.9	49.0
Consumer Economics	29.4	33.0	37.6
Government and Law	25.8	26.2	48.0
Health	21.3	30.3	48.3
Community Resources	22.6	26.0	51.4
Reading	21.7	32.2	46.1
Problem Solving	28.0	23.4	48.5
Computation	32.9	26.3	40.8
Writing	16.4	25.5	58.1
Overall Competency Levels	19.7	33.9	46.3

In terms of the general knowledge areas, the greatest area of difficulty appears to be Consumer Economics. Almost 30% of the population falls into the lowest level (APL 1), while one-third of the population is categorized as APL 2. Translated into population figures, some 34.7 million adult Americans function with difficulty and an additional 39 million are functional, (but not proficient) in coping with basic requirements that are related to Consumer Economics.

The highest proportion of proficient persons (most able to cope) is found in relation to Community Resources. Over half of the U.S. population falls into APL level 3. This is followed by Occupational Knowledge; again almost half of the population is estimated to be proficient in dealing with occupationally-related tasks. Although the least proportion of persons in comparison to all areas are in level 1 of Occupational Knowledge, this still indicates that about one of every five adults in the U.S. functions with difficulty or is unable to perform correctly on occupationally-related performance indicators.

A greater proportion of people is unable to perform basic computations than the other skills. Approximately one-third of the population, or 39 million adults, functions with difficulty, and a little over one-fourth, or 29.5 million adults, is functional but not proficient in task performance on items requiring mathematical manipulation. The area of greatest competency in comparison with other skills is in writing. However, even though almost three-fifths of the population performed adequately on tasks requiring writing skills, 16% of the adults in the U.S., or, some 18.9 million persons, are unable to cope successfully.

Competency levels by demographic groupings. The purpose for selecting certain demographic groupings and comparing the results within a group is to discover trends which might arise. As seen in the definitions given earlier for the three APL competency levels, "success" was an important variable in the study. In general, the three success indices (level of education, family income and job status) demonstrate a positive relationship with performance. The percent of the population estimated to be in APL levels 1, 2, and 3 for each reporting group of relevant demographic variables, as indicated by task performance, is presented in the following table:

Demographic Variables	APL Competency Levels		
	1	2	3
Education			
0-3 years	85%	10%	6%
4-5	84	16	0
6-7	49	37	14
8-11	18	55	27
High school completed	11	37	52
Some college	9	27	64
College graduate plus	2	17	80
Family Income			
under $5,000	40%	39%	21%
$5,000-$6,999	20	44	36
$7,000-$9,999	24	39	37
$10,000-$14,999	14	34	52
$15,000 plus	8	26	66
Job Status			
Unskilled	30%	38%	32%
Semi-skilled	29	42	29
Skilled	24	33	43
Clerical-Sales	8	38	54
Professional-Managerial	11	28	61
Age			
18-29	16%	35%	49%
30-39	11	29	60
40-49	19	32	49
50-59	28	37	35
60-65	35	40	24
Sex			
Male	17%	31%	52%
Female	23	35	42

Demographic Variables	APL Competency Levels 1	2	3
Ethnicity			
White	16%	34%	50%
Black	44	39	17
Spanish-surname	56	26	18
Other	26	41	33
Occupational Status			
Employed	15%	28%	57%
Unemployed	36	30	34
Housewives	27	38	35
Number in Household			
1 person	21%	23%	56%
2-3	20	35	45
4-5	19	31	50
6-7	21	33	46
8 plus	43	22	35
Region			
Northeast	16%	36%	48%
North Central	15	42	43
South	25	37	38
West	15	35	50
Metropolitan Areas			
1 million plus	21%	39%	40%
under 1 million	15	38	47
Suburb	21	32	47
Urban	14	29	57

In relation to the "success" variables, for level of education the percentage of APL 1's rises steadily from about 2% for college graduates to about 85% for adults with less than 4 years of formal schooling. For family income, the percentage of functionally incompetent persons rises from about 8% for incomes of $15,000 or greater to 40% for those under $5,000 a year income. For occupation of chief wage earner, the percentage of APL 1's rises from about 11% for the professional and managerial category to approximately 30% for the unskilled.

There is a generally negative relationship between age and performance. Although the youngest group (18-29) does not have the lowest level of functionally incompetent adults, still the general trend is that the older the individual, the more likely that he/she is incompetent. It appears that males and females perform about the same, although there are minor differences with males estimated to have a greater percentage of APL 3's than females. As for ethnic groups, it appears that there are great differences between Whites and all other minority groups. While 16% of the Whites are estimated to be functionally incompetent, about 44% of the Black and 56% of the Spanish-surname groups are estimated to be so. Here, as with other variables that have been discussed, the differences are probably due to the relatively lower levels of income, education, job status, and job opportunity found among minority groups in this country.

The employed show a smaller percentage of APL 1's (15%) than did housewives (27%) who, in turn, show a smaller percentage than did the unemployed (36%). Here, again, the differences in the "success" levels (i.e., amount of income, etc.) of especially the employed and unemployed may be used to explain the variations.

With regard to the number of people in the household, the only apparent difference in percentage of APL 1's occurred in households where more than 7 people lived. While for most household populations, the percentage of functional incompetents is about 20%, for the eight or greater group, the percentage rises to 43%.

The demographic comparison of regions of the U.S. indicates that while the Northeast, North Central and Western parts of the U.S. have about the same percentage of APL 1's, 2's, and 3's, the South has more APL 1's and less APL 3's. While all other regions of the country are estimated to have about 16% functionally incompetent adults, approximately 25% in the South are predicted to be APL 1's. Thus, a greater percentage of adults in the South appear to be in need of educational assistance than other parts of the country.

Rural areas have the greatest estimated percentage of APL 1's (27%) with cities over one million and suburbs slightly less (about 21%), and cities under one million and other urban areas having the least percentage of APL 1's.

IV. THE VALIDITY AND RELIABILITY OF APL

Validity

A strong case can be made for the validity of the APL objectives and the performance data which relate to them. Consider the following argument:

1. The objectives derive from inputs from the appropriate segments of society. These objectives, which form the APL description of adult functional competency, are the products of a research process which subjects each one to two critical tests: (1) Is the objective perceived as being important (valid) by undereducated and underemployed adults, employers, educators, and a number of other social service agencies who deal with "unsuccessful" adults? (2) Given that consensus among these groups is reached, is there evidence that mastery of a particular objective increases the probability of adult success, as indicated by income, education, and job status? Only if both questions are answered affirmatively is an objective considered to have been validated.

2. Great care was taken to construct performance indicators which were, within budgetary and time constraints, the best possible measures of the objectives. In addition to a technical review by consultants, performance indicators were also reviewed by the groups mentioned in 1. above, and were processed through several cycles of field testing and redesigning before being used on a national sample. The indicators are clearly not perfect in an absolute sense. It is impossible to obtain absolute consensus or to produce perfect correlation on any indicator. Nevertheless, there is good evidence that the APL performance indicators serve the purposes of the study very well.

3. Great care was also taken to design a national sample of adults and to exercise the proper control over field procedures in order to produce meaningful and precise results. As mentioned earlier, the sample design is straight forward, has a known precision, and is reproducible in the scientific sense. Sample design and field procedures were carried out according to specifications by an organization which has years of experience in drawing national samples and in conducting house-to-house surveys.

4. Perhaps the most important kind of "validity" is the acceptance and degree of use to which the objectives and test data will be put. Preliminary evidence indicates that, at least among the adult education community, there will be widespread acceptance and utilization. Already, several statewide efforts (notably Mississippi, Texas, and Alabama) are in progress to translate the objectives into relevant curriculum and staff development materials and methods.

Reliability

Although the term "reliability" is quite often used to refer to different constructs, "reliability" means temporal stability in the context of the APL project. That is, APL performance indicators are reliable to the extent that, assuming no major changes have taken place in either societal requirements or in the level of achievements of the general population, repeated measures produce identical results. Reliability is a function not only of the format and content of the interview itself, but of the sampling design and the field procedures. These features have just been discussed.

The traditional method of estimating reliability is repeated testing of a given sample. Coefficients of reliability calculated from total scores are used as decision variables for the estimation of reliability. No such coefficients are available at this time for APL measures, for two good reasons; (1) Reliability coefficients are based on total scores. Total scores are never calculated in the development of competency levels from APL data. (2) A test-retest design for a national sample would have cost at least $100,000. This was money which was better spent on development and validation of objectives.

There are, however, two valuable sources of information which are relevant to a discussion of the reliability of APL measures:

1. The fifth APL national survey consisted of a composite battery of items which had been used in previous surveys. Although changes were made in many of the items, some useful comparisons can be made on an item-by-item basis between results from earlier surveys and results on the final survey. Theoretically, if an item had not been changed at all, the estimates from two independent samples should differ only by the precision which each sample affords. For two independent samples of size 1,500, most items require a difference of 4% or more to indicate statistically significant differences (.05 level).

For the 39 items which were not changed between surveys, the mean absolute difference was 5.5% with most items having slightly higher p-values on the second sample than on the first. Although 5.5% is somewhat higher than the anticipated 4%, the reason for these results is quite clear. In order to minimize interview length (and maximize budgets), respondents in earlier surveys who failed to get a specified number of items correct during the initial portion of the interview were discontinued, under the assumption that most, if not all, of the remaining responses would be incorrect (items were arranged in order of difficulty). For the final survey, this criterion was omitted, so that every respondent completed all parts of the interview. The net effect was a desirable one--all respondents attempted practically every item. A side effect, however, was that p-values for easier items placed later in the interview tended to rise when compared with earlier results. Consequently, the overall difference between the samples is exaggerated. Most of that difference is due to a change in the criterion for completion, rather than factors relative to sample size, item format, or field procedure.

2. Another independent sample, drawn specifically for the State of Texas, using funds provided by the Texas Education Agency and the Governor's Office, was simultaneous with the final national survey. Although detailed results are too numerous to mention here, data from the Texas effort, which replicated the national one, are remarkably consistent with national trends. The relationship of test performance to variables such as income, education, occupational status, urbanicity, ethnicity, sex, age, and a number of other demographic variables is practically identical for Texas and the nation. Further, patterns of responses for the Texas sample are essentially identical to those of the national sample. Items with high p-values nationwide have high p-values in Texas, and those with low p-values nationwide have low p-values in Texas.

A final note of caution regarding the interpretation of APL results, particularly those dealing with the three levels of competency, must be sounded here. Those who are familiar with the APL objectives know very well that each one comprises a broad sector of human behavior. Clearly, it is fruitless to try to list and to measure all the behaviors which are embedded within a particular APL objective. Ultimately, one must operationalize the objective by selecting a set of behaviors as measures of that particular objective. All APL estimates of competency are based on such operational definitions, and their limitations must be kept in mind.

V. HOW DO WE MEET THE NEED?

The United States has been in a preeminent position of world power and influence for decades. Citizens of this country are justifiably proud of their country's accomplishments in industry, science, technology, the arts, and, perhaps most of all, in their system of universal free public education. Millions of mothers and fathers have intuitively subscribed to that tenet of the American dream which holds that education is the major avenue to success for their daughters and sons. Accordingly, Americans are, by many standards, the best educated and the most affluent people on earth.

Concomitant with this historical emphasis upon education and its benefits is the popular conception that "illiteracy" is a problem unique to the economically underdeveloped nations--the "Third World" countries. How could the United States, with its billions of dollars spent on education each year, have any significant literacy problem?

To be sure, we have been willing to commit a very small portion of our resources, private, state and federal, to literacy and related programs. The motivation behind this commitment is probably not due to a perception of a widespread need which is crucial to the well-being of our country. More likely, it is one of noblesse oblige. For the most part, ABE has been perceived as a peripheral enterprise with an extremely limited clientele. After all, if only a minute fraction of the population is "illiterate," there can be no justification for spending more than a minute fraction of the nation's resources toward eliminating the problem.

As long as "literacy" is conceived to be nothing more than the ability to read and write one's name, or to score at some low grade level on a standardized test developed for children, then the United States probably does not have a significant problem. On the other hand, if the concern is with the adult who does not possess those skills and knowledges which are requisite to adult competence, then the results of the APL research suggest that there is, indeed, a widespread discrepancy in our adult population between what is required of them and what they achieve. It is surprising, perhaps even shocking, to suggest that approximately one of five Americans is incompetent or functions with difficulty and that about half of the adult population is merely functional and not at all proficient in necessary skills and knowledges.

The rest of this section deals with other implications and possible methods of implementation or dissemination. Because the original focus of the APL project was the ABE system, more attention will be given to that enterprise than to other educational systems. There are, however, implications for elementary and secondary education, which will also be presented.

Implications for Adult and Adult Basic Education

Let us summarize the products of the APL project to date. Essentially, the APL project was given the charge of specifying those competencies which are functional to adult life, with the implication that these competencies would become the core of objectives for ABE. Specifically, the APL project has accomplished the following tasks:

1. Developed and validated a series of objectives which comprise adult functional competency.
2. Conducted a series of national assessments of performance of adults with respect to these objectives.
3. Created, as a by-product of the research, a prototype test of adult functional competency.

The discussion which follows describes some activities or products which are indicated for ABE at four operational levels: the classroom or instructional level, the local program level, the state level, and the federal or national level.

--- At the CLASSROOM LEVEL (Teacher-student)

1. Curricula based on APL objectives. Obviously, the APL objectives form the core around which ABE curricula may be constructed. The forms which these curricula might take could, and probably will, be quite varied in order to meet local requirements. As mentioned earlier, several major curricula development efforts are already underway.

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2. Diagnostic, placement, and assessment devices. The APL study has built a solid research base for developing measures or overall student progress, pacing measures, such as curriculum-embedded tests, and devices used for placement or diagnosis.

--- At the LOCAL PROGRAM LEVEL (Local Program Director)

1. Guidelines for program objectives. Much curricula development work in ABE is conducted at this level. The APL objectives form a valuable set of guidelines for developing local curricula.

2. Local program effectiveness assessment. Because of the ambiguity regarding the instructional goals of ABE, local programs have traditionally had difficulty in documenting or measuring progress. Since the APL research has specified objectives and suggested ways of measuring behavior related to these objectives, an opportunity exists for local programs to meaningfully assess their effectiveness.

3. Staff Development. Any APL curriculum effort will require extensive training and development of local staff. For more details, see "Staff Development" under the State Level.

--- At the STATE LEVEL (State Director of ABE and other concerned State Officials)

1. State guidelines or foci for instructional objectives. Since education is properly a function of the state, the state department of education, in the form of the state director of adult education and his or her staff, has an opportunity to take the leadership in providing comprehensive programs dealing with basic education for adult life. With appropriate input from other state agencies, state-level officials can provide guidelines and direct resources to develop instructional programs which address the functional competencies identified by the APL project.

2. Statewide instructional effectiveness assessment. States have traditionally experienced difficulty in collecting evidence regarding the effectiveness of their programs. APL objectives and data can form a base upon which to meaningfully document statewide ABE program progress, as well as to provide a framework for reporting to the federal level.

Related to the function of assessing instructional effectiveness, is the possibility of conducting statewide competency assessments. Even though national levels of performance are known, APL surveys do not provide enough precision to describe a particular state. Since states are bound to differ with respect to performance on different APL objectives, conducting state assessments of adult competence could provide extremely valuable data for planning programs.

3. Staff Development. Preliminary experience with curricula designed around APL objectives indicates that teachers will require significant retraining in order to function effectively in providing basic education for adult life. Those efforts which are now underway utilize the teacher more as an instructional manager and resource person rather than in the traditional role of lecturer and imparter of knowledge. Furthermore, there are strong suggestions that future APL-based curricula will require fulltime, highly trained teachers. These requirements certainly have implications for staff development and for teacher certification, which are primary concerns of the state director.

--- At the NATIONAL LEVEL (OE)

1. National Dissemination of APL objectives. Although the Office of Education is clearly not in the business of setting national educational standards, there is nevertheless the opportunity to provide leadership which can come only from this level in disseminating the objectives as suggested foci for programs dealing with undereducated adults. The Office of Education, working with a variety of state agencies and other federal agencies, can have a major impact on educational practices at every level insuring that the results of the study and its implications for practice are well known throughout the educational and social service communities.

2. National Dissemination of APL Data. The Office of Education now has at its command a process which can meaningfully describe the level of competency of the adult population of the U.S. For reasons similar to those described above, the Office of Education has an opportunity to provide guidance, leadership, and assistance to states which it never had before. The ways in which this process can be used are numerous: Assessing the effectiveness of federally-funded programs, developing more useful reporting procedures, and maintaining a continuous assessment of national literacy levels over time are only a few of them.

Implications for Elementary and Secondary Education

The astute reader will have perceived by now that (assuming the research is any good) the implications of APL research are by no means confined to Adult or Adult Basic Education. If it is true that a significant proportion of Americans does not possess important skills and competencies, then it is patently wasteful of human and financial resources to wait until persons reach adulthood to begin to address those needs.

When one examines the APL objectives, it is interesting to compare the competencies described in the APL objectives to the curricular offerings typically found in elementary and secondary education. A brief examination will quickly reveal that, although many of them are indirectly addressed, not much of the typical school day is spent in focus on the objectives per se. This is not to indict the elementary and secondary systems--too much of that has occurred already. The findings do suggest, however, that to the extent that producing functionally competent adults is an important goal of elementary and secondary education, state and local education would do well to examine the functional competencies vis-a-vis their curricula and state requirements for high school completion.

Some states, notably Oregon, have already begun requiring students to complete a series of adult life-related performance tasks before awarding certification of high school completion. This is the kind of practice which seems to be entirely consonant with the APL findings.

To Summarize

Because of precedent and tradition, "literacy" is a static, low-level concept which is largely unrelated to the pragmatic requirements for adult life in this country. Using the term "functional competence," the APL project has developed a research process which has identified competencies which are important to success as adults. Using an assessment method which stems from viewing functional competence as a function of individual capabilities and societal requirements, the APL project has produced data which suggest that, contrary to popular

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belief, many adults do not have the basic education for living which is indicated for even minimal levels of success. These results, and the objectives upon which they are based, can have profound implications for educational practice, and form a base of information and evidence which can be used to make different educational systems more responsive to the needs of both their clients and society.

A NOTE CONCERNING APL GOALS, OBJECTIVES, AND TASKS

Attached is the current version of the APL description of competency. This description is organized by general knowledge area. Within each general knowledge area, requirements are described in three successive levels of detail.

The first level is a goal statement, which is a broad description of capability which the functionally competent adult should possess for that particular general knowledge area.

The goal statement is defined by a series of intermediate-level requirements called objectives. The objective is the fundamental building block of the APL description of competency. Some degree of mastery of these objectives, the degree depending on the adult's individual milieu, is required for true functional competency.

Each objective, in turn, is described by a series of situation-specific requirements called tasks. Mastery of an objective is manifested by the individual adult's ability to perform a group of tasks -- to respond appropriately to specific situations which reflect the requirements of the objective. Since the tasks are currently undergoing a thorough revision, only the goals and objectives are included in this presentation.

The implications of this caveat concerning the APL tasks become especially important when one attempts to translate the APL description of competency into curriculum or other training programs for undereducated adults. When used for this purpose, tasks should be considered as paradigms or general guidelines. They should not be interpreted as being engraved in stone, because it is the objective that is the most important element in the requirements for functional competency.

APL

OBJECTIVES FOR FUNCTIONAL COMPETENCY

OCCUPATIONAL KNOWLEDGE

GOAL: TO DEVELOP A LEVEL OF OCCUPATIONAL KNOWLEDGE WHICH WILL ENABLE ADULTS TO SECURE EMPLOYMENT IN ACCORDANCE WITH THEIR INDIVIDUAL NEEDS AND INTERESTS.

1. OBJECTIVE: To build an oral and written vocabulary related to occupational knowledge.

2. OBJECTIVE: To identify sources of information (e.g., radio broadcasts, newspapers, etc.) which may lead to employment.

3. OBJECTIVE: To define occupational categories in terms of the education and job experience required, and to know minimum requirements of given occupations.

4. OBJECTIVE: To be aware of vocational testing and counseling methods which help prospective employees recognize job interests and qualifications.

5. OBJECTIVE: To understand the differences among commercial employment agencies, government employment agencies and private employers.

6. OBJECTIVE: To prepare for job applications and interviews.

7. OBJECTIVE: To know standards of behavior for various types of employment.

8. OBJECTIVE: To know attributes and skills which may lead to promotion.

9. OBJECTIVE: To know the financial and legal aspects of employment.

10. OBJECTIVE: To understand aspects of employment other than financial which would affect the individual's satisfaction with a job.

CONSUMER ECONOMICS

GOAL: TO MANAGE A FAMILY ECONOMY AND TO DEMONSTRATE AN AWARENESS OF SOUND PURCHASING PRINCIPLES.

1. OBJECTIVE: To build an oral and written consumer economics vocabulary. This should be an ongoing process through each objective.

2. OBJECTIVE: To be able to count and convert coins and currency, and to convert weights and measures using measurement tables and mathematical operations.

3. OBJECTIVE: To understand the concepts of sales tax and income tax.

4. OBJECTIVE: To be aware of the basic principles of money management, including knowing the basics of consumer decision-making.

5. OBJECTIVE: To use catalogs, consumer guides and other reference documents to select goods and services.

6. OBJECTIVE: To be aware of factors that affect costs of goods and services and to determine the most economical places to shop.

7. OBJECTIVE: To be aware of the principles of comparison shopping, and to be aware of the relationship of price to quality among brand names, and between "firsts" and "seconds" and to be able to substitute economy for quality according to individual needs.

8. OBJECTIVE: To know the various methods by which goods are packaged and to know which methods are most cost-effective in terms of quality and storage.

9. OBJECTIVE: To be able to take advantage of sales by knowing where to find them, by planning for their eventuality, and by being able to determine which are of worthwhile value to the individual.

10. OBJECTIVE: To be aware of advertising techniques and to recognize appropriate and inappropriate forms of selling and advertising.

11. OBJECTIVE: To know how to order food and to tip in a restaurant.

12. OBJECTIVE: To be aware of different stores where home furnishings can be purchased and to determine the best buys for essential and luxury items based on individual needs and resources.

13. OBJECTIVE: To determine housing needs and to know how to obtain housing and utilities based on those needs.

14. OBJECTIVE: To know how to buy and maintain a car economically.

15. OBJECTIVE: To know basic procedures for the care and upkeep of personal possessions (home, furniture, car, clothing, etc.) and to be able to use resources relating to such care.

16. OBJECTIVE: To know the various media of exchange and to be familiar with banking services in the community.

17. OBJECTIVE: To develop an understanding of credit systems.

18. OBJECTIVE: To collect information concerning the types of insurance available and to be able to select the best insurance for the individual and his family.

19. OBJECTIVE: To know the recourses available to the consumer in the face of misleading and/or fraudulent product/service claims or tactics.

20. OBJECTIVE: To understand the implication of consumption vis-a-vis finite world resources and to recognize that each individual's pattern of consumption influences the general welfare.

HEALTH

GOAL: TO INSURE GOOD MENTAL AND PHYSICAL HEALTH FOR THE INDIVIDUAL AND HIS FAMILY.

1. OBJECTIVE: To develop a working vocabulary related to health, especially as it relates to basic medical and physiological terminology, for accurate reporting of symptoms and following a doctor's directions in applying treatments.

2. OBJECTIVE: To understand how basic safety measures can prevent accidents and injuries and to recognize potential hazards, especially as such hazards relate to home and occupational safety.

3. OBJECTIVE: To know medical and health services in the community.

4. OBJECTIVE: To understand the physical and psychological influences of pregnancy as well as the need for proper prenatal care.

5. OBJECTIVE: To understand the importance of family planning, its physical psychological, financial and religious implications and to have knowledge of both effective and ineffective methods of birth control.

6. OBJECTIVE: To understand general child rearing practices and procedures for guarding the health and safety of a child and to apply proper action in

accordance with needs and resources.

7. OBJECTIVE: To understand the special health needs and concerns of the adolescent (and his parents) and to become acquainted with some ways to ease the transition from childhood to adulthood.

8. OBJECTIVE: To understand what contributes to good mental and physical health and to apply this understanding toward preventive care and health maintenance.

9. OBJECTIVE: To understand the interaction of self as a member of small groups (family, work, club, class) and to use this understanding to promote effective interpersonal coping skills.

10. OBJECTIVE: To be able to apply first aid in emergencies and to inform proper authorities of sudden illnesses, various accidents or natural disasters.

11. OBJECTIVE: To plan for health or medical insurance and to be aware of available financial assistance for medical or health problems.

12. OBJECTIVE: To understand what constitutes a proper diet and to plan meals according to individual needs and resources.

13. OBJECTIVE: To understand federal control of various drugs and items for health protection and to understand how public reaction influences this control.

GOVERNMENT AND LAW

GOAL: TO PROMOTE AN UNDERSTANDING OF SOCIETY THROUGH GOVERNMENT AND LAW AND TO BE AWARE OF GOVERNMENTAL FUNCTIONS, AGENCIES AND REGULATIONS WHICH DEFINE INDIVIDUAL RIGHTS AND OBLIGATIONS.

1. OBJECTIVE: To develop a working vocabulary related to government and law in order to understand their functions in society and in the personal life of the individual. This should be an ongoing process as each objective is covered.

2. OBJECTIVE: To develop an understanding of the structure and functioning of the federal government.

3. OBJECTIVE: To investigate the relationship between the individual citizen and the government.

4. OBJECTIVE: To understand the relationship between the individual and the legal system.

5. OBJECTIVE: To obtain a working knowledge of the various legal documents which the individual will need as a member of society.

6. OBJECTIVE: To explore the relationship between government services and the American tax system.

COMMUNITY RESOURCES

GOAL: TO UNDERSTAND THAT COMMUNITY RESOURCES, INCLUDING TRANSPORTATION SYSTEMS, ARE UTILIZED BY INDIVIDUALS IN SOCIETY IN ORDER TO OBTAIN A SATISFACTORY MODE OF LIVING.

1. OBJECTIVE: To build an oral and written vocabulary pertaining to community resources and to define community resources in terms of (a) services to community members and (b) services to persons outside the community or non self-supporting members of society (unemployed, criminals, insane, etc.)

2-3. OBJECTIVE: To know the types of community services provided for members of society including the purposes of and how to gain access to these services.

4. OBJECTIVE: To understand how and when to apply for community services, such as Social Security, and Medicare.

5. OBJECTIVE: To know various recreational services available in the community.

6. OBJECTIVE: To be able to utilize information services of the community.

7. OBJECTIVE: To be aware of the people and agencies in the community whose job it is to register and act upon citizen complaints.

SUBSET: TRANSPORTATION

8. OBJECTIVE: To build an oral and written vocabulary of transportation terms, including car insurance terms.

9. OBJECTIVE: To be able to recognize and utilize signs related to transportation needs.

10. OBJECTIVE: To develop a familiarity with transportation schedules, and to calculate fares.

11. OBJECTIVE: To be able to find and utilize information facilities.

12. OBJECTIVE: To learn the use of maps relating to travel needs.

13. OBJECTIVE: To recognize time zone boundaries and understand the concept of daylight saving time.

14. OBJECTIVE: To request information on and make verbal and written travel and overnight accommodations/reservations.

15. OBJECTIVE: To understand the relationship between transportation and public problems.

16. OBJECTIVE: To understand driving regulations, including safety, courtesy, and rules such as having a driver's license, car license plates, etc.

ACCESSION NUMBER: VT102925

TITLE: A SURVEY OF ADULT AND CONTINUING EDUCATION PROGRAMS IN NEVADA. FISCAL YEAR 1974-1975.

DESCRIPTOR: *ADULT EDUCATION; *ADULT EDUCATION PROGRAMS; *STATE SURVEYS; *STUDENT ENROLLMENT; VOCATIONAL EDUCATION; TABLES (DATA); POST SECONDARY EDUCATION; PROGRAM DESCRIPTIONS

IDENTIFIER: *NEVADA

EDRS PRICE: MF AND HC AVAILABILITY WILL BE ANNOUNCED IN VOL. 9, NO. 6.

DESCRIPTIVE NOTE: 33P.

ABSTRACT: THIS SURVEY REPRESENTS REPORTED ENROLLMENTS IN ADULT EDUCATION AND CONTINUING EDUCATION PROGRAMS IN THE STATE OF NEVADA FOR FISCAL YEAR 1974-75. STATEWIDE ENROLLMENT IS REPORTED BY PROGRAM AREAS AND BY EDUCATIONAL AGENCY. THE PROGRAM AREAS ARE: ADULT BASIC EDUCATION, ADULT OCCUPATIONAL EDUCATION PROGRAM, OCCUPATIONAL POSTSECONDARY EDUCATION PROGRAMS, ADULT HIGH SCHOOL DIPLOMA PROGRAMS, COMMUNITY SERVICES PROGRAMS, COMPREHENSIVE EMPLOYMENT TRAINING ACT, AND CIVIL DEFENSE ADULT EDUCATION. IN ADDITION TO ENROLLMENT FIGURES, A BRIEF PROGRAM DESCRIPTION IS PROVIDED ALONG WITH A GENERAL STATEMENT OF PURPOSE FOR EACH OF THE PROGRAM AREAS. ENROLLMENT IN ADULT AND CONTINUING EDUCATION PROGRAMS IS ALSO REPORTED FOR 18 EDUCATIONAL AGENCIES IN THE STATE. TOTALS FOR EACH EDUCATIONAL AGENCY ARE BROKEN DOWN INTO THE ABOVE NAMED PROGRAM AREAS. (NJ)

INSTITUTION NAME: NEVADA STATE DEPT. OF EDUCATION, CARSON CITY. DIV. OF VOCATIONAL-TECHNICAL AND ADULT EDUCATION.

102 925

NEVADA

A

Survey of Adult and Continuing Education Programs in Nevada

Fiscal Year 1974-1975

DEPARTMENT OF EDUCATION
STATE OF NEVADA

John R. Gamble
Superintendent of Public Instruction

VT 102 925

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John R. Gamble	R. Courtney Riley
Superintendent of Public Instruction	Director, Vocational-Technical and Adult Education

FORWORD

The Adult Education Survey has been a continuous service provided by the State Department of Education, Vocational-Technical and Adult Education Branch since 1954. This survey represents reported enrollments by educational agency and is entirely dependent upon the cooperation of these agencies involved in Adult and Continuing Education.

R. Courtney Riley
Director
Vocational-Technical and
Adult Education Branch

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COMPARATIVE ENROLLMENTS

NEVADA

ADULT AND CONTINUING EDUCATION

FY-1966 through 1975

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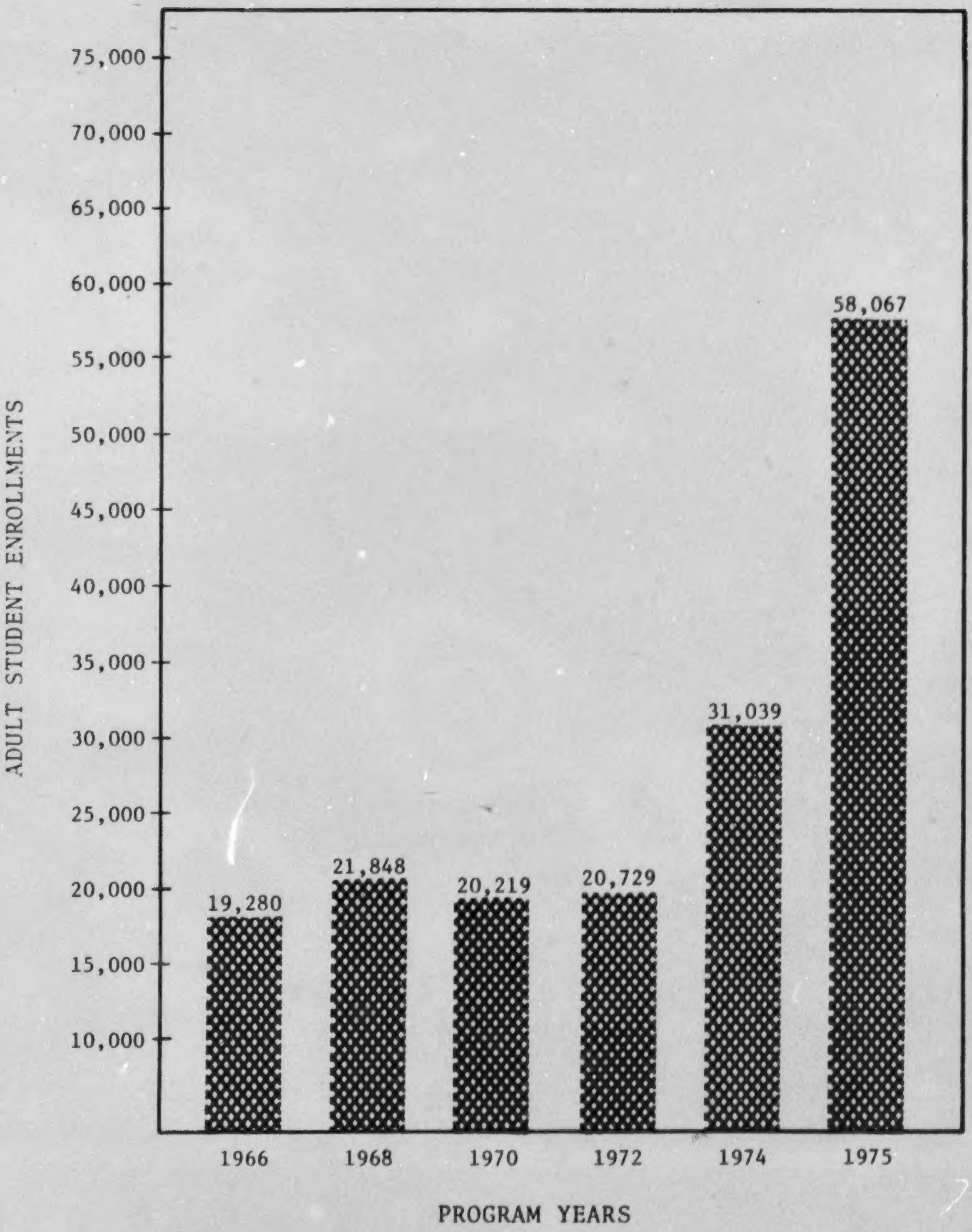
NEVADA
ADULT AND CONTINUING EDUCATION
COMPARATIVE ENROLLMENTS



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Adult and Continuing Education

Enrollments

by

Program Area and Education Agency

FY 1974 - 1975

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ADULT and CONTINUING EDUCATION
by
PROGRAM AREAS and STATEWIDE ENROLLMENT

ADULT BASIC EDUCATION

1. DESCRIPTION

The purpose of adult basic education is to expand educational opportunities and encourage the establishment of adult basic education programs that enable adults to continue their education to a level of completion of secondary school.

Adult basic education is a program of instruction for adults whose inability to read, write, speak and compute constitutes a substantial impairment to their ability to get or retain employment; education to improve adults ability to benefit from occupational training and otherwise increase their opportunity for more productive and profitable employment; education designed to help the adult learner acquire requisite skills for adult living.

2. ENROLLMENT IN PROGRAM

Educational Agency	Enrollment
Clark County Community College	1,012
Lincoln County School District	4
Lyon County School District	111
Nevada Highway Department	11
Nevada State Prison	62
Northern Nevada Community College - Elko	294
Western Nevada Community College	736
White Pine County School District	25
TOTAL	2,255

ADULT OCCUPATIONAL EDUCATION PROGRAM

1. DESCRIPTION

Adult occupational education programs involve classes that are specifically designed to enable adults to develop or upgrade their capabilities and/or skills to obtain, retain or advance in the occupational area of their choice. Examples of adult occupational programs are: auto mechanics, welding, shorthand, fire-science training, etc. These courses are usually 48 hours or less in time and do not require any pre-requisite courses.

2. ENROLLMENT IN PROGRAM

Educational Agency	Enrollment
Clark County Community College	1,806
Lincoln County School District	33
Lyon County School District	72
Nevada Highway Department	4,787
Nevada State Prison	113
Northern Nevada Community College - Elko	69
University of Nevada - Las Vegas	1,101
University of Nevada - Reno	992
Washoe County School District	125
Western Nevada Community College	3,614
White Pine County School District	31
TOTAL	12,743

OCCUPATIONAL POST-SECONDARY EDUCATION PROGRAMS

1. DESCRIPTION

A program of instruction substantially designed to enable adults to pursue an associate degree or a vocational certificate. An example of occupational post-secondary programs leading to an associate degree are: police science, agriculture, radiologic technology, child care, etc. Vocational certificate programs are less than two years in length and do not require pre-requisite courses.

2. ENROLLMENT IN PROGRAM

Educational Agency	Enrollment
Clark County Community College	11,353
Northern Nevada Community College - Elko	663
University of Nevada - Las Vegas	511
University of Nevada - Reno	1,918
Western Nevada Community College	6,733
White Pine County School District	136
TOTAL	21,314

ADULT HIGH SCHOOL DIPLOMA PROGRAM

1. DESCRIPTION

Public school adult high school education programs are offered to provide the adult population (age 17 years and older) with a varied high school curriculum which they can attend in pursuit of meeting requirements for high school graduation. The State of Nevada provides financial assistance to public schools offering and enrolling adults in the high school program.

2. ENROLLMENT IN PROGRAM

Educational Agency	Enrollment
Churchill County School District	380
Clark County School District	3,405
Elko County School District	278
Mineral County School District	83
Nevada State Prison	118
Washoe County School District	1,701
White Pine County School District	26
TOTAL	5,991

COMMUNITY SERVICE PROGRAMS

1. DESCRIPTION

Community Service Adult Education programs provide for the community general non-credit educational experience (courses).

The courses offered in the community service area are widely varied and particularly responsive to the wants and needs of the people in the community. Examples of courses offered in the community service curriculum are: archery, stocks, bonds and investments, fly-tying, cake decorating, etc.

2. ENROLLMENT IN PROGRAM

Educational Agency	Enrollment
Churcill County School District	18
Clark County Community College	1,750
Lincoln County School District	16
Lyon County School District	128
Nevada Highway Department	1,085
Nevada State Prison	32
Northern Nevada Community College - Elko	79
Pershing County School District	58
Storey County School District	28
University of Nevada - Las Vegas	6,180
University of Nevada - Reno	2,555
Western Nevada Community College	2,150
White Pine County School District	135
TOTAL	14,214

COMPREHENSIVE EMPLOYMENT TRAINING ACT

1. DESCRIPTION

The purpose of comprehensive employment training is to train unemployed, underemployed and disadvantaged adults in academic and vocational skill areas.

Innovative programs have been developed to provide various segments to the labor force with the skills needed for employment; to prepare and upgrade present skills of individuals who are unemployed, underemployed or disadvantaged; to respond to changes in the labor market, thus improving the employment and earning prospects of people facing various disadvantages in the competition for available jobs.

Technical and academic training is offered to CETA trainees in some of the following areas: business and office occupations, culinary arts, electronics, medical occupations, automotive trades, crafts, and the service trades. In most instances, the trainees reach pre-apprentice level thus allowing them to enter the world-of-work with skills commensurate with job entry level requirements.

2. ENROLLMENT IN PROGRAM

Educational Agency	Enrollment
Clark County Community College	125
Clark County School District	500
Lincoln County School District	13
Nevada Highway Department	11
Northern Nevada Community College - Elko	12
University of Nevada - Las Vegas	1
Western Nevada Community College	120
White Pine County School District	5
TOTAL	787

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CIVIL DEFENSE ADULT EDUCATION PROGRAM

1. DESCRIPTION

Civil Defense Adult Education programs provide educational services that are designed to assist Civil Defense professionals, public officials, volunteers, and the general public in understanding Civil Defense methods, techniques, and responsibilities. Examples of courses offered in Civil Defense Adult Education are: Shelter Management, Radiological Monitoring, and Seminars for local Civil Defense Directors, etc.

2. ENROLLMENT IN PROGRAM

Educational Agency	Enrollment
Eureka County School District	25
University of Nevada - Las Vegas	14
University of Nevada - Reno	694
White Pine County School District	30
TOTAL	763

Adult and Continuing Education

Program Enrollments

by

Education Agency

FY 1974 - 1975

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ADULT AND CONTINUING EDUCATION PROGRAMS ENROLLMENT
BY EDUCATIONAL AGENCY
FY 1974-1975

STATEWIDE

I.	OCCUPATIONAL EDUCATION, TOTAL				34,057	
	A. Total Occupational Adult Education			12,743		
	B. Total Occupational Post-Secondary Education			21,314		
	C. Program Areas:	Post-Secondary	Adult			
	1. Agricultural Education	242	147			
	2. Business & Office Occupations	9,684	3,043			
	3. Distributive Education	124	83			
	4. Health Occupations	2,053	378			
	5. Home Economics Education	462	554			
	6. Technical Education	1,510	2,059			
	7. Trade & Industrial Education	5,228	6,104			
	8. Cooperative Education	555	26			
	9. Related (Remedial)	201	349			
	10. Fire Science	1,255	-0-			
II.	ADULT BASIC EDUCATION				2,255	
III.	ADULT HIGH SCHOOL DIPLOMA PROGRAM				5,991	
IV.	COMMUNITY SERVICE PROGRAMS (Arts, Crafts, etc.)				14,214	
V.	COMPREHENSIVE EMPLOYMENT TRAINING ACT (CETA)				787	
VI.	CIVIL DEFENSE ADULT EDUCATION				763	
VII.	TOTAL NUMBER ENROLLED BY EDUCATIONAL AGENCY					58,067

ADULT AND CONTINUING EDUCATION PROGRAMS ENROLLMENT BY EDUCATIONAL AGENCY
FY 1974-1975

CHURCHILL COUNTY SCHOOL DISTRICT

Elmo L. Dericco
Superintendent

I. OCCUPATIONAL EDUCATION, TOTAL .... -0-

A. Total Occupational Adult Education .... -0-

B. Total Occupational Post-Secondary Education .... -0-

C. Program Areas:

	Post-Secondary	Adult
1. Agricultural Education	-0-	-0-
2. Business & Office Occupations	-0-	-0-
3. Distributive Education	-0-	-0-
4. Health Occupations	-0-	-0-
5. Home Economics Education	-0-	-0-
6. Technical Education	-0-	-0-
7. Trade & Industrial Education	-0-	-0-
8. Cooperative Education	-0-	-0-
9. Related (Remedial)	-0-	-0-
10. Fire Science	-0-	-0-

II. ADULT BASIC EDUCATION	-0-
III. ADULT HIGH SCHOOL DIPLOMA PROGRAM	380
IV. COMMUNITY SERVICE PROGRAMS (Arts, Crafts, etc.)	18
V. COMPREHENSIVE EMPLOYMENT TRAINING ACT (CETA)	-0-
VI. CIVIL DEFENSE ADULT EDUCATION	-0-
VII. TOTAL NUMBER ENROLLED BY EDUCATIONAL AGENCY	398

ADULT AND CONTINUING EDUCATION PROGRAMS ENROLLMENT BY EDUCATIONAL AGENCY

FY 1974-1975

CLARK COUNTY COMMUNITY COLLEGE

Dr. R. Stephen Nicholson
Executive Vice President

I.	OCCUPATIONAL EDUCATION, TOTAL				13,159	
A.	Total Occupational Adult Education			1,806		
B.	Total Occupational Post-Secondary Education			11,353		
C.	Program Areas:	Post-Secondary	Adult			
1.	Agricultural Education	-0-	-0-			
2.	Business & Office Occupations	6,497	122			
3.	Distributive Education	-0-	-0-			
4.	Health Occupations	256	-0-			
5.	Home Economics Education	-0-	60			
6.	Technical Education	733	-0-			
7.	Trade & Industrial Education	2,663	1,624			
8.	Cooperative Education	266	-0-			
9.	Related (Remedial)	-0-	-0-			
10.	Fire Science	938	-0-			
II.	ADULT BASIC EDUCATION				1,012	
III.	ADULT HIGH SCHOOL DIPLOMA PROGRAM				-0-	
IV.	COMMUNITY SERVICE PROGRAMS (Arts, Crafts, etc.)				1,750	
V.	COMPREHENSIVE EMPLOYMENT TRAINING ACT (CETA)				125	
VI.	CIVIL DEFENSE ADULT EDUCATION				-0-	
VII.	TOTAL NUMBER ENROLLED BY EDUCATIONAL AGENCY					16,046

ADULT AND CONTINUING EDUCATION PROGRAMS ENROLLMENT
BY EDUCATIONAL AGENCY
FY 1974-1975

CLARK COUNTY SCHOOL DISTRICT

Dr. Kenny C. Guinn
Superintendent

I. OCCUPATIONAL EDUCATION, TOTAL .... -0-

A. Total Occupational Adult Education .... -0-

B. Total Occupational Post-Secondary Education .... -0-

C. Program Areas:

	Post-Secondary	Adult
1. Agricultural Education	-0-	-0-
2. Business & Office Occupations	-0-	-0-
3. Distributive Education	-0-	-0-
4. Health Occupations	-0-	-0-
5. Home Economics Education	-0-	-0-
6. Technical Education	-0-	-0-
7. Trade & Industrial Education	-0-	-0-
8. Cooperative Education	-0-	-0-
9. Related (Remedial)	-0-	-0-
10. Fire Science	-0-	-0-

II. ADULT BASIC EDUCATION .... -0-

III. ADULT HIGH SCHOOL DIPLOMA PROGRAM 3,405

IV. COMMUNITY SERVICE PROGRAMS (Arts, Crafts, etc.) .... -0-

V. COMPREHENSIVE EMPLOYMENT TRAINING ACT (CETA) 500

VI. CIVIL DEFENSE ADULT EDUCATION .... -0-

VII. TOTAL NUMBER ENROLLED BY EDUCATIONAL AGENCY 3,905

ADULT AND CONTINUING EDUCATION PROGRAMS ENROLLMENT
BY EDUCATIONAL AGENCY
FY 1974-1975

ELKO COUNTY SCHOOL DISTRICT

Robert J. Zander
Superintendent

I. OCCUPATIONAL EDUCATION, TOTAL .... -0-

A. Total Occupational Adult Education .... -0-

B. Total Occupational Post-Secondary Education .... -0-

C. Program Areas:

Program Areas	Post-Secondary	Adult
1. Agricultural Education	-0-	-0-
2. Business & Office Occupations	-0-	-0-
3. Distributive Education	-0-	-0-
4. Health Occupations	-0-	-0-
5. Home Economics Education	-0-	-0-
6. Technical Education	-0-	-0-
7. Trade & Industrial Education	-0-	-0-
8. Cooperative Education	-0-	-0-
9. Related (Remedial)	-0-	-0-
10. Fire Science	-0-	-0-

II. ADULT BASIC EDUCATION .... -0-

III. ADULT HIGH SCHOOL DIPLOMA PROGRAM 278

IV. COMMUNITY SERVICE PROGRAMS (Arts, Crafts, etc.) .... -0-

V. COMPREHENSIVE EMPLOYMENT TRAINING ACT (CETA) .... -0-

VI. CIVIL DEFENSE ADULT EDUCATION .... -0-

VII. TOTAL NUMBER ENROLLED BY EDUCATIONAL AGENCY 278

ADULT AND CONTINUING EDUCATION PROGRAMS ENROLLMENT BY EDUCATIONAL AGENCY
FY 1974-1975

EUREKA COUNTY SCHOOL DISTRICT

Carl L. Shaff
Superintendent

I. OCCUPATIONAL EDUCATION, TOTAL .... -0-

A. Total Occupational Adult Education .... -0-

B. Total Occupational Post-Secondary Education .... -0-

C. Program Areas:

	Post-Secondary	Adult
1. Agricultural Education	-0-	-0-
2. Business & Office Occupations	-0-	-0-
3. Distributive Education	-0-	-0-
4. Health Occupations	-0-	-0-
5. Home Economics Education	-0-	-0-
6. Technical Education	-0-	-0-
7. Trade & Industrial Education	-0-	-0-
8. Cooperative Education	-0-	-0-
9. Related (Remedial)	-0-	-0-
10. Fire Science	-0-	-0-

II. ADULT BASIC EDUCATION .... -0-

III. ADULT HIGH SCHOOL DIPLOMA PROGRAM .... -0-

IV. COMMUNITY SERVICE PROGRAMS (Arts, Crafts, etc.) .... -0-

V. COMPREHENSIVE EMPLOYMENT TRAINING ACT (CETA) .... -0-

VI. CIVIL DEFENSE ADULT EDUCATION 25

VII. TOTAL NUMBER ENROLLED BY EDUCATIONAL AGENCY 25

ADULT AND CONTINUING EDUCATION PROGRAMS ENROLLMENT BY EDUCATIONAL AGENCY
FY 1974-1975

LINCOLN COUNTY SCHOOL DISTRICT

Dr. Neldon C. Mathews
Superintendent

I.	OCCUPATIONAL EDUCATION, TOTAL				33	
A.	Total Occupational Adult Education			33		
B.	Total Occupational Post-Secondary Education			-0-		
C.	Program Areas:	Post-Secondary	Adult			
1.	Agricultural Education	-0-	-0-			
2.	Business & Office Occupations	-0-	3			
3.	Distributive Education	-0-	-0-			
4.	Health Occupations	-0-	-0-			
5.	Home Economics Education	-0-	6			
6.	Technical Education	-0-	8			
7.	Trade & Industrial Education	-0-	16			
8.	Cooperative Education	-0-	-0-			
9.	Related (Remedial)	-0-	-0-			
10.	Fire Science	-0-	-0-			
II.	ADULT BASIC EDUCATION				4	
III.	ADULT HIGH SCHOOL DIPLOMA PROGRAM				-0-	
IV.	COMMUNITY SERVICE PROGRAMS (Arts, Crafts, etc.)				16	
V.	COMPREHENSIVE EMPLOYMENT TRAINING ACT (CETA)				13	
VI.	CIVIL DEFENSE ADULT EDUCATION				-0-	
VII.	TOTAL NUMBER ENROLLED BY EDUCATIONAL AGENCY					66

ADULT AND CONTINUING EDUCATION PROGRAMS ENROLLMENT BY EDUCATIONAL AGENCY
FY 1974-1975

LYON COUNTY SCHOOL DISTRICT

Tod V. Carlini
Superintendent

I. OCCUPATIONAL EDUCATION, TOTAL		72
A. Total Occupational Adult Education	72	
B. Total Occupational Post-Secondary Education	-0-	

C. Program Areas:	Post-Secondary	Adult
1. Agricultural Education	-0-	-0-
2. Business & Office Occupations	-0-	44
3. Distributive Education	-0-	-0-
4. Health Occupations	-0-	-0-
5. Home Economics Education	-0-	28
6. Technical Education	-0-	-0-
7. Trade & Industrial Education	-0-	-0-
8. Cooperative Education	-0-	-0-
9. Related (Remedial)	-0-	-0-
10. Fire Science	-0-	-0-

II. ADULT BASIC EDUCATION	111	
III. ADULT HIGH SCHOOL DIPLOMA PROGRAM	-0-	
IV. COMMUNITY SERVICE PROGRAMS (Arts, Crafts, etc.)	128	
V. COMPREHENSIVE EMPLOYMENT TRAINING ACT (CETA)	-0-	
VI. CIVIL DEFENSE ADULT EDUCATION	-0-	
VII. TOTAL NUMBER ENROLLED BY EDUCATIONAL AGENCY		311

ADULT AND CONTINUING EDUCATION PROGRAMS ENROLLMENT BY EDUCATIONAL AGENCY
FY 1974-1975

MINERAL COUNTY SCHOOL DISTRICT

Arlo K. Funk
Superintendent

I. OCCUPATIONAL EDUCATION, TOTAL .... -0-

A. Total Occupational Adult Education .... -0-

B. Total Occupational Post-Secondary Education .... -0-

C. Program Areas:

Program Areas	Post-Secondary	Adult
1. Agricultural Education	-0-	-0-
2. Business & Office Occupations	-0-	-0-
3. Distributive Education	-0-	-0-
4. Health Occupations	-0-	-0-
5. Home Economics Education	-0-	-0-
6. Technical Education	-0-	-0-
7. Trade & Industrial Education	-0-	-0-
8. Cooperative Education	-0-	-0-
9. Related (Remedial)	-0-	-0-
10. Fire Science	-0-	-0-

II. ADULT BASIC EDUCATION .... -0-

III. ADULT HIGH SCHOOL DIPLOMA PROGRAM 83

IV. COMMUNITY SERVICE PROGRAMS (Arts, Crafts, etc.) .... -0-

V. COMPREHENSIVE EMPLOYMENT TRAINING ACT (CETA) .... -0-

VI. CIVIL DEFENSE ADULT EDUCATION .... -0-

VII. TOTAL NUMBER ENROLLED BY EDUCATIONAL AGENCY 83

ADULT AND CONTINUING EDUCATION PROGRAMS ENROLLMENT BY EDUCATIONAL AGENCY
FY 1974-1975

NEVADA HIGHWAY DEPARTMENT

George E. Smith
Training Officer II

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I. OCCUPATIONAL EDUCATION, TOTAL 4,787

A. Total Occupational Adult Education 4,787

B. Total Occupational Post-Secondary Education .... -0-

C. Program Areas:

	Post-Secondary	Adult
1. Agricultural Education	-0-	-0-
2. Business & Office Occupations	-0-	284
3. Distributive Education	-0-	-0-
4. Health Occupations	-0-	-0-
5. Home Economics Education	-0-	-0-
6. Technical Education	-0-	1,756
7. Trade & Industrial Education	-0-	2,747
8. Cooperative Education	-0-	-0-
9. Related (Remedial)	-0-	-0-
10. Fire Science	-0-	-0-

II. ADULT BASIC EDUCATION 11

III. ADULT HIGH SCHOOL DIPLOMA PROGRAM .... -0-

IV. COMMUNITY SERVICE PROGRAMS (Arts, Crafts, etc.) 1,085

V. COMPREHENSIVE EMPLOYMENT TRAINING ACT (CETA) 11

VI. CIVIL DEFENSE ADULT EDUCATION .... -0-

VII. TOTAL NUMBER ENROLLED BY EDUCATIONAL AGENCY 5,894

ADULT AND CONTINUING EDUCATION PROGRAMS ENROLLMENT BY EDUCATIONAL AGENCY
FY 1974-1975

NEVADA STATE PRISON

Ed Pogue
Warden

I. OCCUPATIONAL EDUCATION, TOTAL 113

A. Total Occupational Adult Education 113

B. Total Occupational Post-Secondary Education .... -0-

C. Program Areas:

	Post-Secondary	Adult
1. Agricultural Education	-0-	12
2. Business & Office Occupations	-0-	21
3. Distributive Education	-0-	-0-
4. Health Occupations	-0-	6
5. Home Economics Education	-0-	-0-
6. Technical Education	-0-	6
7. Trade & Industrial Education	-0-	68
8. Cooperative Education	-0-	-0-
9. Related (Remedial)	-0-	-0-
10. Fire Science	-0-	-0-

II. ADULT BASIC EDUCATION 62

III. ADULT HIGH SCHOOL DIPLOMA PROGRAM 118

IV. COMMUNITY SERVICE PROGRAMS (Arts, Crafts, etc.) 32

V. COMPREHENSIVE EMPLOYMENT TRAINING ACT (CETA) .... -0-

VI. CIVIL DEFENSE ADULT EDUCATION .... -0-

VII. TOTAL NUMBER ENROLLED BY EDUCATIONAL AGENCY 325

ADULT AND CONTINUING EDUCATION PROGRAMS ENROLLMENT BY EDUCATIONAL AGENCY
FY 1974-1975

NORTHERN NEVADA COMMUNITY COLLEGE

Dr. William J. Berg
Executive Vice President

I.	OCCUPATIONAL EDUCATION, TOTAL				732	
A.	Total Occupational Adult Education			69		
B.	Total Occupational Post-Secondary Education			663		
C.	Program Areas:	Post-Secondary	Adult			
1.	Agricultural Education	21	-0-			
2.	Business & Office Occupations	208	-0-			
3.	Distributive Education	-0-	-0-			
4.	Health Occupations	40	-0-			
5.	Home Economics Education	67	-0-			
6.	Technical Education	-0-	-0-			
7.	Trade & Industrial Education	235	-0-			
8.	Cooperative Education	-0-	-0-			
9.	Related (Remedial)	92	69			
10.	Fire Science	-0-	-0-			
II.	ADULT BASIC EDUCATION				294	
III.	ADULT HIGH SCHOOL DIPLOMA PROGRAM				-0-	
IV.	COMMUNITY SERVICE PROGRAMS (Arts, Crafts, etc.)				79	
V.	COMPREHENSIVE EMPLOYMENT TRAINING ACT (CETA)				12	
VI.	CIVIL DEFENSE ADULT EDUCATION				-0-	
VII.	TOTAL NUMBER ENROLLED BY EDUCATIONAL AGENCY					1,117

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ADULT AND CONTINUING EDUCATION PROGRAMS ENROLLMENT BY EDUCATIONAL AGENCY

FY 1974-1975

PERSHING COUNTY SCHOOL DISTRICT

Marvin J. Killfoil
Superintendent

I. OCCUPATIONAL EDUCATION, TOTAL .... -0-

A. Total Occupational Adult Education .... -0-

B. Total Occupational Post-Secondary Education .... -0-

C. Program Areas:

	Post-Secondary	Adult
1. Agricultural Education	-0-	-0-
2. Business & Office Occupations	-0-	-0-
3. Distributive Education	-0-	-0-
4. Health Occupations	-0-	-0-
5. Home Economics Education	-0-	-0-
6. Technical Education	-0-	-0-
7. Trade & Industrial Education	-0-	-0-
8. Cooperative Education	-0-	-0-
9. Related (Remedial)	-0-	-0-
10. Fire Science	-0-	-0-

II. ADULT BASIC EDUCATION .... -0-

III. ADULT HIGH SCHOOL DIPLOMA PROGRAM .... -0-

IV. COMMUNITY SERVICE PROGRAMS (Arts, Crafts, etc.) 58

V. COMPREHENSIVE EMPLOYMENT TRAINING ACT (CETA) .... -0-

VI. CIVIL DEFENSE ADULT EDUCATION .... -0-

VII. TOTAL NUMBER ENROLLED BY EDUCATIONAL AGENCY 58

ADULT AND CONTINUING EDUCATION PROGRAMS ENROLLMENT BY EDUCATIONAL AGENCY
FY 1974-1975

STOREY COUNTY SCHOOL DISTRICT

Hugh J. Gallagher
Superintendent

I. OCCUPATIONAL EDUCATION, TOTAL .... -0-

A. Total Occupational Adult Education .... -0-

B. Total Occupational Post-Secondary Education .... -0-

C. Program Areas:

Program Areas	Post-Secondary	Adult
1. Agricultural Education	-0-	-0-
2. Business & Office Occupations	-0-	-0-
3. Distributive Education	-0-	-0-
4. Health Occupations	-0-	-0-
5. Home Economics Education	-0-	-0-
6. Technical Education	-0-	-0-
7. Trade & Industrial Education	-0-	-0-
8. Cooperative Education	-0-	-0-
9. Related (Remedial)	-0-	-0-
10. Fire Science	-0-	-0-

II. ADULT BASIC EDUCATION .... -0-

III. ADULT HIGH SCHOOL DIPLOMA PROGRAM .... -0-

IV. COMMUNITY SERVICE PROGRAMS (Arts, Crafts, etc.) 28

V. COMPREHENSIVE EMPLOYMENT TRAINING ACT (CETA) .... -0-

VI. CIVIL DEFENSE ADULT EDUCATION .... -0-

VII. TOTAL NUMBER ENROLLED BY EDUCATIONAL AGENCY 28

ADULT AND CONTINUING EDUCATION PROGRAMS ENROLLMENT BY EDUCATIONAL AGENCY
FY 1974-1975

UNIVERSITY OF NEVADA--LAS VEGAS

Dr. Donald H. Baepler
President

I. OCCUPATIONAL EDUCATION, TOTAL 1,612

A. Total Occupational Adult Education 1,101

B. Total Occupational Post-Secondary Education 511

C. Program Areas:

	Post-Secondary	Adult
1. Agricultural Education	2	-0-
2. Business & Office Occupations	68	677
3. Distributive Education	49	-0-
4. Health Occupations	53	146
5. Home Economics Education	35	-0-
6. Technical Education	163	-0-
7. Trade & Industrial Education	51	-0-
8. Cooperative Education	-0-	-0-
9. Related (Remedial)	90	278
10. Fire Science	-0-	-0-

II. ADULT BASIC EDUCATION .... -0-

III. ADULT HIGH SCHOOL DIPLOMA PROGRAM .... -0-

IV. COMMUNITY SERVICE PROGRAMS (Arts, Crafts, etc.) 6,180

V. COMPREHENSIVE EMPLOYMENT TRAINING ACT (CETA) 1

VI. CIVIL DEFENSE ADULT EDUCATION 14

VII. TOTAL NUMBER ENROLLED BY EDUCATIONAL AGENCY 7,807

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ADULT AND CONTINUING EDUCATION PROGRAMS ENROLLMENT BY EDUCATIONAL AGENCY

FY 1974-1975

UNIVERSITY OF NEVADA--RENO

Dr. Max Milam
President

I. OCCUPATIONAL EDUCATION, TOTAL 2,910

A. Total Occupational Adult Education 992

B. Total Occupational Post-Secondary Education 1,918

C. Program Areas:

Program Areas	Post-Secondary	Adult
1. Agricultural Education	219	-0-
2. Business & Office Occupations	-0-	992
3. Distributive Education	-0-	-0-
4. Health Occupations	-0-	-0-
5. Home Economics Education	219	-0-
6. Technical Education	537	-0-
7. Trade & Industrial Education	794	-0-
8. Cooperative Education	149	-0-
9. Related (Remedial)	-0-	-0-
10. Fire Science	-0-	-0-

II. ADULT BASIC EDUCATION .... -0-

III. ADULT HIGH SCHOOL DIPLOMA PROGRAM .... -0-

IV. COMMUNITY SERVICE PROGRAMS (Arts, Crafts, etc.) 2,555

V. COMPREHENSIVE EMPLOYMENT TRAINING ACT (CETA) .... -0-

VI. CIVIL DEFENSE ADULT EDUCATION 694

VII. TOTAL NUMBER ENROLLED BY EDUCATIONAL AGENCY 6,159

ADULT AND CONTINUING EDUCATION PROGRAMS ENROLLMENT BY EDUCATIONAL AGENCY
FY 1974-1975

WASHOE COUNTY SCHOOL DISTRICT

Dr. Marvin Picollo
Superintendent

I. OCCUPATIONAL EDUCATION, TOTAL 125

A. Total Occupational Adult Education 125

B. Total Occupational Post-Secondary Education .... -0-

C. Program Areas:

	Post-Secondary	Adult
1. Agricultural Education	-0-	-0-
2. Business & Office Occupations	-0-	75
3. Distributive Education	-0-	-0-
4. Health Occupations	-0-	-0-
5. Home Economics Education	-0-	10
6. Technical Education	-0-	-0-
7. Trade & Industrial Education	-0-	12
8. Cooperative Education	-0-	26
9. Related (Remedial)	-0-	2
10. Fire Science	-0-	-0-

II. ADULT BASIC EDUCATION .... -0-

III. ADULT HIGH SCHOOL DIPLOMA PROGRAM 1,701

IV. COMMUNITY SERVICE PROGRAMS (Arts, Crafts, etc.) .... -0-

V. COMPREHENSIVE EMPLOYMENT TRAINING ACT (CETA) .... -0-

VI. CIVIL DEFENSE ADULT EDUCATION .... -0-

VII. TOTAL NUMBER ENROLLED BY EDUCATIONAL AGENCY 1,826

ADULT AND CONTINUING EDUCATION PROGRAMS ENROLLMENT BY EDUCATIONAL AGENCY
FY 1974-1975

WESTERN NEVADA COMMUNITY COLLEGE

Dr. J. Clark Davis
Executive Vice President

I.	OCCUPATIONAL EDUCATION, TOTAL	10,347
A.	Total Occupational Adult Education	3,614
B.	Total Occupational Post-Secondary Education	6,733

C.	Program Areas:	Post-Secondary	Adult
1.	Agricultural Education	-0-	135
2.	Business & Office Occupations	2,887	811
3.	Distributive Education	75	83
4.	Health Occupations	1,704	226
5.	Home Economics Education	107	445
6.	Technical Education	77	289
7.	Trade & Industrial Education	1,407	1,625
8.	Cooperative Education	140	-0-
9.	Related (Remedial)	19	-0-
10.	Fire Science	317	-0-

II.	ADULT BASIC EDUCATION	736
III.	ADULT HIGH SCHOOL DIPLOMA PROGRAM	-0-
IV.	COMMUNITY SERVICE PROGRAMS (Arts, Crafts, etc.)	2,150
V.	COMPREHENSIVE EMPLOYMENT TRAINING ACT (CETA)	120
VI.	CIVIL DEFENSE ADULT EDUCATION	-0-
VII.	TOTAL NUMBER ENROLLED BY EDUCATIONAL AGENCY	13,353

ADULT AND CONTINUING EDUCATION PROGRAMS ENROLLMENT BY EDUCATIONAL AGENCY
FY 1974-1975

WHITE PINE COUNTY SCHOOL DISTRICT

John R. Orr
Superintendent

I. OCCUPATIONAL EDUCATION, TOTAL 167

A. Total Occupational Adult Education 31

B. Total Occupational Post-Secondary Education 136

C. Program Areas:

	Post-Secondary	Adult
1. Agricultural Education	-0-	-0-
2. Business & Office Occupations	24	14
3. Distributive Education	-0-	-0-
4. Health Occupations	-0-	-0-
5. Home Economics Education	34	5
6. Technical Education	-0-	-0-
7. Trade & Industrial Education	78	12
8. Cooperative Education	-0-	-0-
9. Related (Remedial)	-0-	-0-
10. Fire Science	-0-	-0-

II. ADULT BASIC EDUCATION 25

III. ADULT HIGH SCHOOL DIPLOMA PROGRAM 26

IV. COMMUNITY SERVICE PROGRAMS (Arts, Crafts, etc.) 135

V. COMPREHENSIVE EMPLOYMENT TRAINING ACT (CETA) 5

VI. CIVIL DEFENSE ADULT EDUCATION 30

VII. TOTAL NUMBER ENROLLED BY EDUCATIONAL AGENCY 388

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TITLE: DUAL CAREERS: A LONGITUDINAL ANALYSIS OF THE LABOR MARKET EXPERIENCE OF WOMEN: VOLUME FOUR.

PERSONAL AUTHOR: PARNES, HERBERT S.; AND OTHERS

DESCRIPTOR: *LONGITUDINAL STUDIES; *FEMALES; *WORK EXPERIENCE; *WORKING WOMEN; *MIDDLE AGED; EMPLOYMENT PROBLEMS; EMPLOYMENT STATISTICS; TABLES (DATA); STATISTICAL ANALYSIS

IDENTIFIER: NATIONAL LONGITUDINAL SURVEYS; NLS

EDRS PRICE: MF AND HC AVAILABILITY WILL BE ANNOUNCED IN VOL. 9, NO. 6.

DESCRIPTIVE NOTE: 337P.

ABSTRACT: THIS REPORT ON THE LABOR MARKET EXPERIENCE OF WOMEN IS BASED ON PERIODIC SURVEYS CONDUCTED FROM 1967-1975 OF A NATIONAL PROBABILITY SAMPLE OF WOMEN WHO WERE 30-44 YEARS OLD AT THE INCEPTION OF THE LONGITUDINAL STUDY. THE REPORT CONSISTS OF A SERIES OF RESEARCH PAPERS THAT ADDRESS ISSUES RELATING TO THE WORK BEHAVIOR AND EXPERIENCE OF WOMEN IN THE MIDDLE YEARS, SUCH AS LIFE CYCLE PATTERNS OF WORK FORCE PARTICIPATION, FACTORS IN CAREER ORIENTATION AND OCCUPATIONAL STATUS, INFLUENCE OF WORK EXPERIENCE AND TYPICALITY OF ASSIGNMENT ON EARNINGS, PATTERNS OF CHILD CARE UTILIZATION, THE ECONOMICS OF FAMILY MIGRATION, AND VOLUNTARY JOB CHANGING. AN INTRODUCTORY CHAPTER DESCRIBES THE DATA BASE, DISCUSSES SOME OF THE PROBLEMS INVOLVED IN DATA ANALYSIS AND INTERPRETATION, AND PRESENTS AN OVERVIEW OF CHANGES THAT HAVE OCCURRED IN THE ATTITUDES AND CIRCUMSTANCES OF WOMEN IN THE LAST FIVE YEARS. THE FINAL CHAPTER DRAWS TOGETHER THE PRINCIPLE FINDINGS AND DISCUSSES THEIR IMPLICATIONS. ALL OF THE PAPERS UTILIZE MULTIVARIATE STATISTICAL TECHNIQUES. APPENDED TO THE REPORT ARE SUPPLEMENTARY TABLES; A GLOSSARY OF TERMS; SAMPLING, ESTIMATING, AND INTERVIEWING PROCEDURES; AND INTERVIEW SCHEDULES. (NJ)

INSTITUTION NAME: OHIO STATE UNIV., COLUMBUS. CENTER FOR HUMAN RESOURCE RESEARCH.

SPONSORING AGENCY NAME: EMPLOYMENT AND TRAINING ADMINISTRATION (DOL), WASHINGTON, D.C.

102 931

Dual Careers:

A longitudinal analysis of the labor market experience of women

Herbert S. Parnes
Carol L. Jusenius
Francine Blau
Gilbert Nestel
Richard Shortlidge, Jr.
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Volume four

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FOREWORD

For slightly more than a decade the Center for Human Resource Research of The Ohio State University and the U.S. Bureau of the Census, under separate contracts with the Employment and Training Administration of the U.S. Department of Labor, have been engaged in the National Longitudinal Surveys (NLS) of labor market experience. Four subsets of the United States civilian population are being studied: women who at the inception of the study were 30 to 44 years of age; men 45 to 59 years of age; and young men and young women between the ages of 14 and 24. These groups were chosen because each is confronted with special labor market problems that are challenging to policy makers: for the two groups of youth, high unemployment rates; for the older cohort of women, problems associated with re-entry into the labor force after children are in school or grown; and for the men, problems associated with skill obsolescence and age discrimination that may make re-employment difficult if jobs are lost.

For each of these four population groups, a national probability sample of the noninstitutional population was drawn by the Census Bureau in 1966, and interviews have been conducted periodically by Census enumerators utilizing schedules prepared by the Center for Human Resource Research. Originally planned to cover a five-year period, the surveys have been so successful and attrition so small that they have been continued beyond the originally planned expiration dates. As of the end of 1974, the older cohort of men had been interviewed in 1966, 1967, 1968 (mail), 1969, 1971, and 1973 (telephone); the older cohort of women in 1967, 1968 (mail), 1969, 1971, 1972, and 1974 (telephone); the young men annually between 1966 and 1971 and by telephone in 1973; and the young women annually between 1968 and 1973.

A substantial body of literature has already appeared based upon the NLS data. Fifteen volumes of comprehensive reports have been published on surveys conducted through 1970 (1971 in the case of the middle-aged men). These have appeared under the titles of The Pre-Retirement Years (middle-aged men: 4 volumes); Career Thresholds (young men: 5 volumes); Dual Careers (women: 3 volumes); and Years for Decision (young women: 3 volumes). In addition, about 100 reports on specific topics have been prepared by staff members of the Center for Human Resource Research and other researchers throughout the country who have acquired NLS public-use tapes.

The present volume is based upon the surveys of the older cohort of women through 1972. It differs from the previous volumes in the Dual Careers series in two major respects. First, it makes no attempt at a comprehensive coverage of all aspects of the data, but rather consists of a series of research papers on topics that are conceived to be important in understanding the labor market experience and status of women in their thirties and forties. Second, rather than relying exclusively on tabular analysis as have the previous volumes, all of the papers except the introductory one utilize multivariate statistical techniques.

Without attempting to escape their ultimate responsibility for whatever limitations their papers may have, the authors wish to acknowledge their debt to a large number of persons without whose contributions neither the overall study nor the present volume would have been possible. Although personally unknown to us, the several thousand members of the sample who have generously agreed to repeated interviews over the years must be mentioned first, for they have provided the raw materials for our effort.

Officials of the Employment and Training Administration have been continuously helpful to us in making suggestions for the design of the National Longitudinal Surveys and in carefully reviewing preliminary drafts of our reports. We wish to acknowledge especially the continuous support and encouragement of Howard Rosen, Director of the Office of Research and Development, and the valuable advise provided by Jacob Schiffman, Rose Weiner, and Ellen Sehgal, who have at various times over the years served as monitors of the project. Ms. Sehgal's comments on an earlier draft of the present volume were especially helpful, as were those of a number of other persons in the Department of Labor and other agencies who read portions of the manuscript at her request, including Emily Andrews, Robert Fairweather, Elizabeth Waldman, and Alice Yohalem.

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Herbert S. Parnes
Project Director
December 1975

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CHAPTER I

INTRODUCTION AND OVERVIEW

Carol L. Jusenius and Herbert S. Parnes*

During the past several decades, the proportion of married women working or seeking work outside the home has more than doubled--from 20 percent in 1947 to 43 percent in 1974. Accompanying this trend has been a dramatic change in the attitudes of American society concerning "appropriate" roles for women. At the end of World War II, the presence of women in the labor force was a source of social controversy; a majority of adult Americans did not approve of labor market activity by married women with children.[1] Today the employment of women outside the home tends to be more widely accepted, and the sharpest debates over women's status center on other issues: the need for child care facilities by working mothers; the extent of job satisfaction among women; the occupational and earnings distributions of women; and the effect of family composition on women's career development.

Topics such as these are the focus of the present volume--analyzed by means of a unique set of longitudinal data that record the work histories of a national sample of women in their thirties and forties from the time their formal schooling ended, and in considerable detail for the five-year period from 1967 to 1972. In addition to work-history information, the data include a rich variety of detail on the women's family backgrounds, their education and training, their health condition, their marital and child-bearing histories, a number of their work-related attitudes, and the current economic circumstances of their families. Thus, social and psychological as well as economic determinants and effects of labor market experience can be explored.

I PLAN OF THE VOLUME

The papers in this volume do not purport to analyze every important facet of women's labor market experience. Even less do they promise to exploit all of the data from the surveys on which they are based. Rather, each paper focuses on an aspect of women's labor market behavior or experience that is of particular interest to its author(s) and that has a significant bearing on the welfare of women in this age category.

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*We are indebted to Randall H. King for his assistance in preparing the materials for the empirical portion of this chapter.

[1] Erskine (1971), p. 283.

Although all of the authors are members of the same research staff, neither in planning the volume nor in its execution has there been an attempt to force diverse interests into a common mold or to induce individual researchers to accept uncongenial conceptual frameworks or methods of analysis in order to serve some *a priori* sense of theoretical or methodological integrity. Hopefully, whatever may have been lost in the logic of organizational structure and in internal consistency has been compensated by the eclecticism that has resulted.

Chapter II utilizes both the abbreviated lifetime work histories of the women and the more detailed information relating to the period between 1967 and 1971 to analyze longitudinal patterns of female labor force participation. More specifically, current labor force status of various categories of women is related to the extent of their lifetime participation. Also, on the basis of comparisons of labor market status at three points in time--1967, 1969, and 1971--the relationship between entry and exit rates and changes in cross-sectional labor for participation rates is explored. Chapter III continues the analysis of the women's lifetime work histories by focusing on their career orientation and occupational status. The first portion of this chapter attempts to identify factors associated with a career orientation, defined as having been employed in the same or related occupations at least three-fourths of the time since leaving school. In the second portion multiple regression analysis is used to ascertain the determinants of educational attainment as of 1967 and of occupational status at several points in the lives of the respondents.

The remaining empirical chapters are based on the work experiences of the women during the five-year period covered by the surveys. Chapter IV analyzes the determinants of the average hourly earnings of women employed as wage and salary workers. Particular attention is focused on the relation between the skill level of a woman's job and the extent to which her wages are influenced by (1) human capital investments and (2) whether she is in a traditionally female occupation. Chapter V deals with two questions relating to the child care arrangements and needs of women with preschool children. The analysis begins with an assessment of the factors associated with the use of nonfamily means of child care. Then, among women not currently employed, it investigates the factors associated with the willingness to seek work if free day care centers were to be provided.

Chapters VI and VII relate to different aspects of the mobility of women. Geographic movement is the focus of the former. Two issues are investigated: the effect of a wife's employment on the probability of family migration; and the effect of migration on family earnings and, more particularly, the earnings of the wife. Chapter VII deals with interfirm movement and identifies the factors associated with a propensity to change employers as well as with the likelihood of actual voluntary job change between 1969 and 1971. This chapter also seeks to ascertain whether voluntary job changes result in improvements in earnings, job satisfaction, and employment stability. The final chapter draws together the principal findings of the volume and discusses their implications.

The remainder of this introductory chapter is divided into three sections. First, the nature of the data base is described. Next, there is a discussion of some of the issues involved in analyzing and interpreting the data. The final section presents an overview of changes that have occurred in the circumstances and attitudes of the women over the five-year period covered by the surveys.

II THE LONGITUDINAL DATA BASE

The Sample

The studies in this volume are based on data from the National Longitudinal Surveys.[2] The members of the sample who provided the information were selected to be representative of the almost 18 million women in the U.S. civilian noninstitutionalized population who in 1967 were between the ages of 30 and 44. The sample was drawn from 235 Primary Sampling Units (PSU's) by procedures analogous to those used in the Current Population Survey (CPS).[3] However, in order to provide sufficient numbers of observations for reliable racial comparisons, the sampling ratio for black women was between three and four times as high as that for white. Thus, the sample of 5,083 women originally interviewed in 1966 included 3,606 whites, 1,390 blacks, and 87 women of other races. The last-mentioned group has been eliminated for all of the analysis in this volume.

In addition to the difference in sampling weights between blacks and whites, there is also some variation within each color group. In part, this reflects a noninterview adjustment in weights that was made in the initial survey to account for members of the original sample who were not interviewed. It also reflects further adjustments in the weights to make the sample conform to the known distribution in 1967 of the United States' civilian population by residence, age, color, and sex. Although the tables

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[2] These surveys have been designed by The Ohio State University Center for Human Resource Research under a contract with the Manpower Administration of the U.S. Department of Labor. The sample design, field work, and the initial stages of data processing are the responsibility of the U.S. Bureau of the Census under a separate contract with the Manpower Administration. In addition to the sample of women on which the data of this volume are based, the National Longitudinal Surveys include three other age-sex cohorts: men between the ages of 45 and 59 when they were first interviewed, young men between the ages of 14 and 24, and young women in the same age category. For a complete description of the surveys see Center for Human Resource Research (1975).

[3] For a detailed description of the sampling, interviewing, and estimating procedures, see Appendix C.

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in the report show numbers of sample cases rather than population estimates, all calculations (percentage distributions, means, regressions) are based upon weighted observations.[4]

It is important to note that although the data collected in the 1967 survey are representative of the population of this age cohort of women in that year, the same is not true for the information collected in any subsequent year, for there has been no attempt to adjust the sampling weights to take account of attrition. Since the studies in this volume are for the most part restricted to respondents who were reinterviewed in 1972, it must be kept in mind that the sample on which the data are based is not necessarily representative of the civilian population of women 35 to 49 years of age in that year. Between the initial survey in 1967 and the 1972 survey, the sample shrank from 5,083 individuals to 4,471, an attrition rate of 12 percent. This shrinkage in the sample was not randomly distributed. For example, as is indicated by the data in Appendix Table 1A-1,[5] the 1972 sample tends to underrepresent childless women relative to married women with children living at home. There are also variations in attrition rates by region of residence. In most cases, however, differences in response rates among various categories of respondents are not substantial and are unlikely to have seriously biased any of the results that are reported in the studies.

The Surveys

Subsequent to the initial interview in 1967, respondents were reinterviewed in 1969, 1971, and 1972; an abbreviated mailed survey was conducted in 1968.[6] Each of the surveys was conducted by approximately 300 to 400 interviewers of the Field Division of the Bureau of the Census, utilizing schedules prepared by the Center for Human Resource Research.[7] Surveys generally extended over a two- to three-month period;[8] thus although the term "survey week" is used throughout the report to refer to the reference week (preceding the date of the interview), it should be borne in mind in interpreting the data that this is not the same week for all respondents.

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[4] The sole exception is Appendix Table 1A-1, showing the noninterview rates in the 1972 survey.

[5] Tables cited in this chapter are all found in Appendix A.

[6] Although the National Longitudinal Surveys were originally intended to cover a five-year period, a decision was reached in 1973 to extend the surveys for an additional five years so long as the problem of attrition did not become unduly severe. The additional surveys were to be conducted biennially by telephone, ending with a face-to-face interview at the end of the ten-year period. The first telephone survey of the women was conducted in 1974. Of those eligible, 96 percent were interviewed.

[7] For the 1967 and 1972 interview schedules, see Appendix D.

[8] To balance the work load of the Census Bureau, the month in which interviewing began was changed during the course of the study. Prior to 1969 the interviewing process began in May; in 1969 and thereafter they began in April.

Nature of the Data

Stated succinctly, the data collected during the course of the National Longitudinal Surveys include an abbreviated lifetime work history of each respondent up to the time of the first survey, a detailed work history during the period covered by the surveys, and information about a variety of social, psychological, and economic characteristics of the respondents that are hypothesized to influence labor market behavior. No particular purpose would be served by attempting to catalog at this point the types of information that have been collected, but Appendix B consists of a glossary defining all of the variables used in this volume and describing how they are measured.

While detailed description is unnecessary, the analytical potential inherent in the longitudinal character of the data deserves emphasis. The fact that the data have been collected at several points in time over a five-year period makes it possible to examine the extent and character of change in important aspects of the labor market status of the women, and this in itself is a substantial contribution because such data are relatively uncommon. But much more important is the ability to relate an individual's characteristics at one point in time to her characteristics or status at a subsequent point and to examine changes in one set of characteristics in the light of changes in another set. This allows analysis of developmental processes and the exploration of directions of causation that can be accomplished in no other way.

Perhaps the clearest examples of the unique contributions that longitudinal analysis can make are provided by studies of relationships between attitudinal measures and actual behavior. For example, in the study of interfirm mobility in Chapter VII a respondent's satisfaction with her current job as measured in 1969 is related to the likelihood of her having changed employers between 1969 and 1971. The only way such an investigation could have been carried out on the basis of a single survey would have been by means of a retrospective measure of attitudes--clearly indefensible because of the possibility that a respondent might rationalize her 1969 attitude in the light of her actual subsequent behavior.

However, the benefits of longitudinal analysis are by no means confined to cases in which attitudinal variables are being examined. For example, the analysis in Chapter II rests heavily on an ability to compare a woman's labor force status at several points in time. Similarly, the analyses of geographic and interfirm mobility in Chapters VI and VII, respectively, take advantage of an ability to relate changes in job status and in residence to changes in earnings. Finally, in the analysis of vertical occupational mobility in Chapter III the longitudinal research design permits one to examine the impact of various types of experience during the five years covered by the study on the likelihood of movement up or down the occupational hierarchy.

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III THE LIFE-CYCLE DECISION PROCESS

Most of the analysis in this volume is based on a very short period in the total life span of the women under consideration--the five years from 1967 to 1972. Many of the characteristics of the women that affected their labor market activity during this period were the product of decisions that had been made earlier--decisions, for example, relating to education, marriage, and fertility. By the same token, decisions and experiences during the five-year period under investigation will doubtless condition subsequent behavior. All of these decisions and experiences, moreover, have been influenced by the changing social milieu in which the women lived. To put all of this in perspective, it is desirable to say a few words about the personal and environmental factors that have operated to affect the working lives of the cohort of women with which this study is concerned.

Factors Affecting Life-Cycle Decisions

At any given stage of development, some characteristics of individuals may be treated as exogenous in explaining behavior. For example, educational attainment or marital status are largely "given" in analyzing the current labor force participation of a 40-year-old woman. In contrast over the life-cycle, all decisions and actions are endogenous. Educational attainment, marital status, number of children, and career choice are not parameters to be taken as given; they are variables to be explained, reflecting the outcome of earlier decisions and earlier circumstances. Moreover, decisions and plans at one point in time are subject to modification and reformulation. The birth of a first child, for example, may affect a woman's decision to bear additional children, as well as her decisions with respect to labor market activity. Thus, even if a woman develops long range plans during her teen-age years, such plans are by no means immutable. They may very well be revised several times over the woman's life span either in response to events and circumstances outside her control or as the result of changes in her attitudes and desires brought on by the process of maturation and aging.

The ways in which the aging process--with its typical cycle of entry into the labor force after leaving school, marriage, children, and re-entry into the labor force--may affect a woman's plans is fairly obvious.[9] Her age at marriage may influence the number of children she wishes to bear. Her age at the birth of her first child may affect her decision to have more children or to work outside the home. The birth or aging of her child(ren) may cause her to reassess her role within the family and thus to alter her plans for labor market activity.

It is also clear that events outside a woman's control which affect other family members may force a woman to reappraise her situation at any moment in time.[10] For example, at any stage of the life cycle, the sudden unemployment or incapacitation of a woman's husband may mandate her (re)entrance into the labor force, contrary to her previous plans. Equally important in causing reformulation of plans are changes in preferences that may occur as unexpected consequences of earlier decisions.[11] In other words, there are feedback mechanisms that may cause modifications in particular choices as their outcomes are experienced. For instance, a wife who enters the labor force only in order to reduce a debt incurred by the family may enjoy her work and as a consequence revise her original plans and continue her employment even after the financial obligation has been met.

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[9] See, for example, Lopata (1972).

Finally, alterations in personal attitudes and preferences, and thus in plans, may result from changes in the broader social milieu. For example, women's plans regarding labor force participation and/or fertility may be modified as the result of social pressures to enter the labor force in order to contribute to a war effort, to leave the labor force in order to enhance employment opportunities for men, or to bear a greater (or lesser) number of children in the national interest. This factor is particularly important in understanding the work histories of the cohort of women under consideration in this volume. During their lives there have been dramatic changes in social attitudes toward women's role in the family and in the labor force. While still in their childbearing years, for example, most of the cohort have witnessed a shift in attitude toward large families, as concern for the population explosion made zero population growth a national issue. All have experienced the recent impact of the Women's Liberation Movement, with its implications for the status of women both in the home and in the labor market. These changes in social climate that the women have lived through necessitate an historical perspective in analyzing their labor market histories.

A Historical Backdrop

The four time lines in Chart 1.1 are designed to provide such a perspective. The top line indicates some major relevant events in American history over the 50-year period preceding the initial survey of our respondents. The remaining three show the age range of members of the cohort at the times of these events by focusing on the oldest (44), an intermediate age (37), and the youngest (age 30).

It is clear that the personal histories of the oldest group of women covered by this study were strongly linked to the economic and political events of the thirties and forties. They entered high school in the middle

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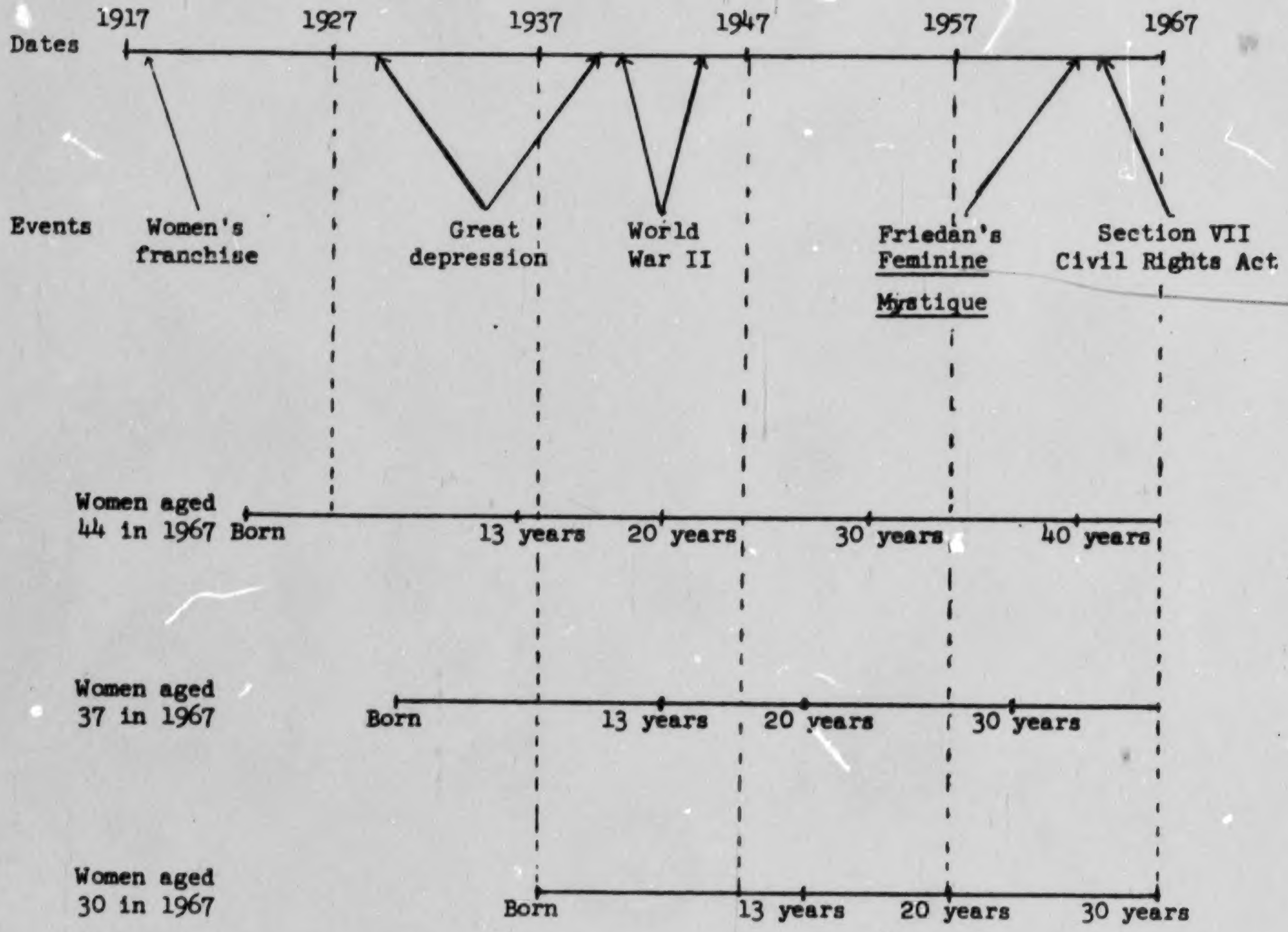
[10] See Ehrlich (1975); Mincer (1962); and Cain (1966).

[11] See Mezerick (1945) and Chafe (1972) for a discussion of women's attitudes toward employment after World War II.

Chart 1.1 Ages of Three Cohorts of Women at Dates of Selected Events


Dates
1917
1927
1937
1947
1957
1967
Events
Women's franchise
Great depression
World War II
Friedan's Feminine Mystique
Section VII Civil Rights Act
Women aged 44 in 1967
Born
13 years
20 years
30 years
40 years
Women aged 37 in 1967
Born
13 years
20 years
30 years
Women aged 30 in 1967
Born
13 years
20 years
30 years

of the Depression; they graduated as the United States entered World War II; and they helped produce the post-war "baby boom." The wide swings that occurred over this period in social attitudes toward the appropriate roles of women were a critical part of their lives. During their high school years, public opinion polls indicated that Americans strongly disapproved of married women working outside the home.[12] The low labor force participation rates of the thirties reflect this attitude: among women 14 years of age or older, 24 percent were in the labor force in 1930 and only 25 percent in 1940.[13] However, as women in this age group were leaving high school, the onset of World War II produced a drastic change in opinion on this issue as the needs of war industries mandated the entrance of women into the labor force.[14] Thus, although they had grown up at a time when society generally disapproved of married women working outside the home, by the time they were of marriageable age, social pressures were encouraging them to enter the labor force. Between 1940 and 1944 the labor force participation rate of married women (husband present) increased from 15 percent to 22 percent.[15]

However, this change appears to have been a reflection more of the special circumstances of a war-time economy than of a change in social norms. The conclusion of the war saw the restoration of the belief that women's primary role was in the home. In part, this was merely a continuation of the view held during the war, i.e., that the employment of women was a temporary phenomenon. However, the attitude was reinforced by a general concern that unemployment would again reach the level of the 1930's with the return of the veterans.[16]

Yet many women who had responded to the demands of the war by entering the labor force did not wish to leave their jobs, and the post-war labor force participation rates of women reflect this feeling.[17] While the participation rates in the late forties were below those of the war years, they nevertheless remained above the pre-war figures. In 1947, for example, the participation rate of married women (husband present) was 20 percent as compared with 22 percent in 1944 and 15 percent in 1940.[18] In 1950 labor force participation rates for married women aged 45 to 54 and 55 to 64 (the groups most likely to have older children) were twice their 1940 level.[19]

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[12] Erskine (1971).

[13] Oppenheimer (1970), Table 1.1, p. 3. These figures are for black and white women combined. It should be noted, however, that the trends that are described in this and the several following paragraphs were quite different as between white and black women. In 1930 the proportion of women aged 14 and over who were gainfully employed was almost twice as high for blacks as for whites (42.5 versus 22.3 percent). In contrast to the experience of white women, participation rates of black women declined between 1930 and 1950. U.S. Department of Commerce (1943), Table 7, and (1960), Table 83.

[14] Whereas in 1936 only 15 percent of the population believed that it was acceptable for married women to work outside the home, by 1942, 60 percent of the American public favored the employment of women in war industries. Erskine (1971), 1936 Roper Poll on p. 282 and 1942 NORC Poll on p. 284.

[15] U.S. Department of Commerce (1974), Table 550, p. 340.

[16] Chafe (1972). See especially Chapter 8. Also see Mezerick (1945).

It is unclear whether this growth in the employment of women in combination with prosperous economic conditions influenced social attitudes, or whether the attitudes in combination with the prosperity caused the increase in women's labor market participation. Whatever the direction of causation, opinion polls indicated that a higher proportion of Americans in the late 1940's approved of married women working (if their children were grown) than in the pre-war period.[20] Nevertheless, the woman as full-time wife and mother remained the social norm, as well as the popularized ideal.

During the period immediately following the war, women in the intermediate age group (illustrated by the time line for those who were 37 years old in 1967) were graduating from high school. Their subsequent work histories, while undoubtedly influenced by their awareness as children of women's employment in war industries, were also likely to have been affected by the social conditions of the latter half of the 1940's. These women were making decisions regarding college, career, marriage, and children at a time when, as noted above, society was stressing the primacy of the role of "wife-mother" and accepting employment of women only if it did not interfere with the raising of children.

This attitude continued through the 1950's. The youngest group of women covered by this study (illustrated by the timeline for those who were 30 years old in 1967), were thus graduating from high school and becoming adults during a period in which society continued to emphasize women's position in the home. Nevertheless, increasing numbers of married women were seeking employment. Between 1950 and 1960 the labor force participation rate of married women (husband present) increased from 24 to 31 percent.[21] In other words, as these young women were formulating their marriage and career plans they were witnessing increasing labor market activity by older women,[22] and at the same time were reading women's magazines which stressed the importance of the roles women played in the home:

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[17] Mezerick (1945), pp. 81-82.

[18] U.S. Department of Commerce (1974), p. 340.

[19] Oppenheimer (1970), Table 1.4, p. 11.

[20] Erskine (1971), pp. 284-85.

[21] U.S. Department of Commerce (1974), p. 340.

[22] Oppenheimer (1970), Table 1.4, p. 11.

> In 1958, and again in 1959, I went through issue after issue of the three major women's magazines . . . without finding a single heroine who had a career, a commitment to any work, art, profession or mission in the world, other than "Occupation: housewife."[23]

It was not until the 1960's that society began to appraise realistically the position of women inside and outside the family setting. Publication of Betty Friedan's The Feminine Mystique contributed to a growing awareness of the limited set of choices that had been available to women (especially those with a college education) during the 1950's.[24] In the 1960's, such books as Caroline Bird's Born Female raised a new set of issues about women's roles: their limited options within the labor force.[25] In the meantime, the full-time housewife was no longer the norm for all age groups of women: by 1967, 53 percent of women 20 to 24 years old, 48 percent of those 35 to 44, and 52 percent of those 45 to 54 were in the labor force. Even those in the principal childbearing years of 25 to 34 years of age had a labor force participation rate of 42 percent.[26]

Thus, by the time the initial survey reported in this volume was taken, the presence of women in the labor force--whether married or single, with or without children--was no longer a matter of great controversy. Instead greater emphasis was being placed on issues involving the employment conditions of those women in the labor force, e.g., topics such as those treated in subsequent chapters.

IV THE FIVE-YEAR PERIOD 1967-1972

With the foregoing historical context in mind, it is appropriate now to present an overview of the changes that occurred in the lives and labor market experiences of our sample of women over the five-year period that is the principal focus of this volume. The longitudinal data presented in this concluding section serve as a valuable backdrop against which to evaluate the more intensive analyses of aspects of the women's experience that are presented in the remaining chapters of the volume. We begin with an analysis of the changes that occurred over the five-year period in their

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[23] Friedan (1963), p. 38.

[24] Friedan (1963).

[25] Bird (1968).

[26] U.S. Department of Labor (1975), Table A-2, p. 205.

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marital and family status, their health, and their attitudes toward market activity, and then turn our attention to a number of dimensions of their labor market activity and income.

Marital and Family Characteristics

Slightly under a tenth of the white respondents and somewhat under a fifth of the black changed their marital status between 1966 and 1972 (Table 1A-2).[27] The net effect of the gross changes that occurred was to reduce the proportions of married women living with their husbands from 87 to 84 percent for white women and from 66 to 60 for blacks. Among whites the number of divorced or separated women rose from 6 to 8 percent and the number of widows from 2 to 3 percent of the total. The proportion of black women in each of these categories in 1972 was exactly three times as high.

Of far greater quantitative importance in affecting the labor market activity of mothers over the half decade were the changes that occurred in the age distribution of their children living at home (Table 1A-3). Among women who were married and living with their husbands in both 1967 and 1972, the proportion with children under 18 years of age in the household declined from 86 to 75 percent for whites and from 76 to 68 percent for blacks. On the other hand, the decline in the proportion with children under six was much smaller--from 16 to 14 percent of the white women and from 18 to 16 percent of the blacks.

Health

A substantial minority of women in their thirties and forties have health problems that affect the amount or kind of work they can do (Chart 1.2). A fourth of the white women and a third of the black women reported such problems in 1967, in 1972, or in both years. Within both racial groups health problems are more pervasive among the older than among the younger members of the cohort. Nevertheless, among the total group of white women the incidence of work-limiting conditions was no greater in 1972 than in 1967, for 8 percent experienced a deterioration in health and an equal proportion reported an improvement. Among blacks, on the other hand, there was a net increase in the proportion of women who reported health problems--from 19 percent in 1967 to 26 percent in 1972. The proportion of women whose health deteriorated was related to age--being only 2 percentage points for those who in 1972 were in their late thirties, but 8 to 11 percentage points for those in their forties.

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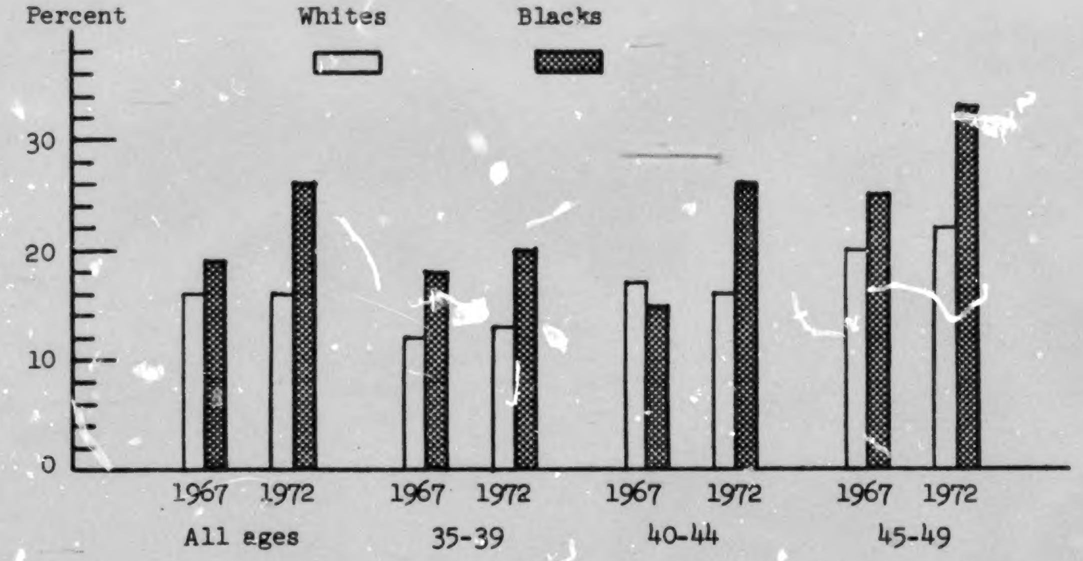
[27] Tables cited in this section appear in the Statistical Appendix. Unless otherwise indicated, all comparisons over two or more survey years are based on a universe restricted to respondents who provided the relevant information in both (all) years.

Chart 1.2 Percent of Respondents with Health Problems, by Race and 1971 Age: 1967 and 1972



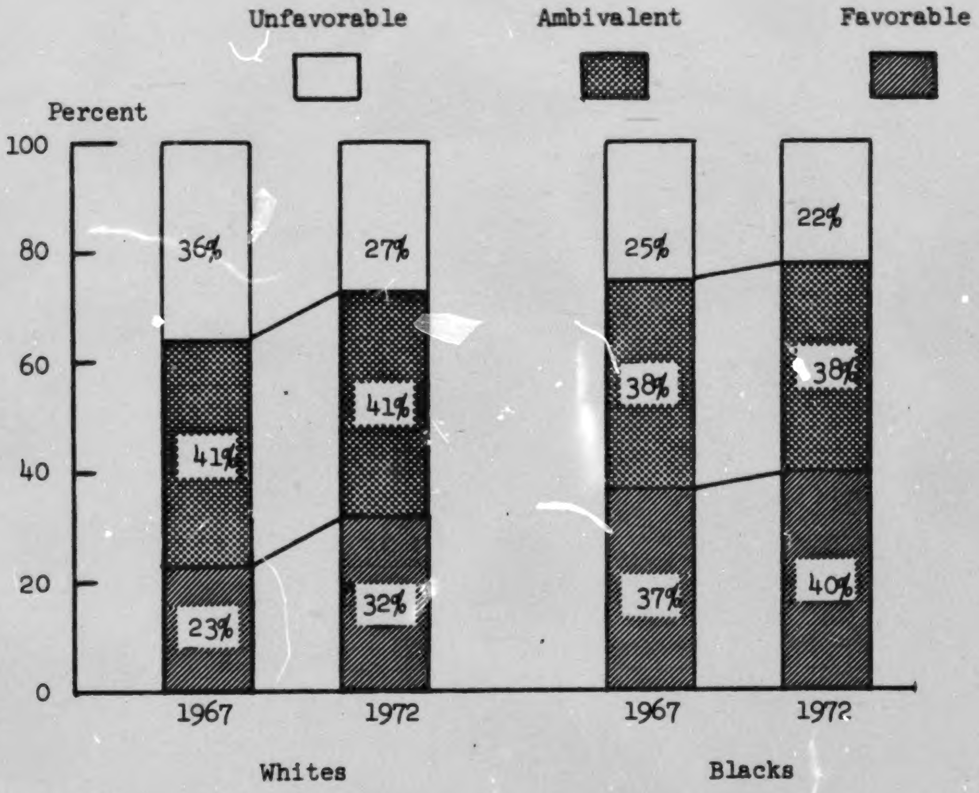
Source: Appendix Table 1A-4.

Attitude toward Market Work

The perceptible change during the five-year period in the attitudes of respondents toward the appropriate role of married women with children indicates a continuation of the longer-run trends previously noted. Respondents were asked an identical set of questions in both 1967 and 1972 designed to measure their views on the propriety of labor market activity by married women with school-age children (Chart 1.3). The proportion of white women with the most favorable views increased from 23 to 32 percent between 1967 and 1972, while those with the least favorable views decreased by an identical amount--from 36 to 27 percent. As compared with their white counterparts, black women in 1967 had expressed considerably more tolerant views of market work. While they, too, became somewhat more favorably disposed to such activity over the five-year period, the change in their case was much smaller. As a consequence, the racial difference in attitude on this issue was less pronounced in 1972 than in 1967.

There is also some evidence that respondents perceived their husbands to be somewhat more favorably disposed to their working in 1972 than in 1967 (Chart 1.4). In families whose wives were employed as wage and salary workers in both 1967 and 1972 there was only a very slight net change--a 2 percentage point increase in the case of both whites and blacks in the proportion of women who reported that their husbands liked the idea of

Chart 1.3 Attitude toward Market Work, by Race: 1967 and 1972

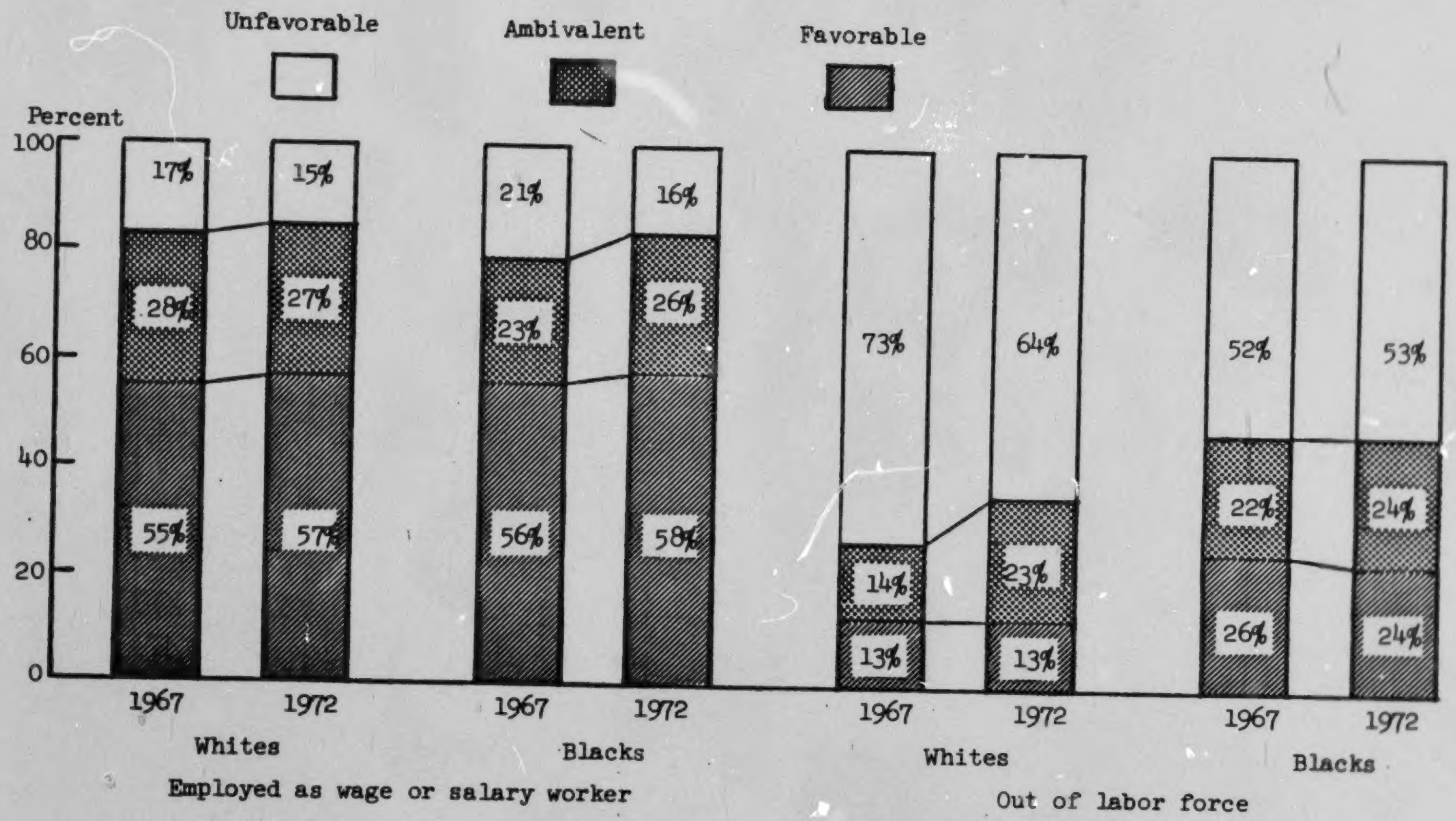


Source: Appendix Table 1.5.

their working. For white women who were out of the labor force in both years the evidence points to no strengthening of positive attitudes by husbands toward their work activity, but it does indicate some melting of opposition. There was a 9 percentage point decrease in the number who reported unfavorable attitudes by their husbands and a corresponding increase in the "undecided" category. No such pattern is discernible in the case of black women.

It is, incidentally, interesting to note that there is virtually no difference between the reported attitudes of the husbands of black and white working women. However, in the case of women not in the labor force, black women's husbands have perceptibly more favorable attitudes toward labor market activity by their wives than do husbands of white women, but the difference appears to be shrinking.

Chart 1.4 Husband's Attitude toward Respondent's Working, by Respondent's Race and Labor Force Status: 1967 and 1972



Source: Appendix Table 1A-6.

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Labor Force and Employment Status

The following chapter examines in considerable detail the changes in labor force participation that occurred over the periods 1967 to 1969 and 1969 to 1971. Here we discuss briefly some of the trends over the full five-year period 1967 to 1972. In order to put them into perspective, it is instructive to examine 1967 and 1972 cross-sectional data from the Current Population Survey for women between the ages of 35 and 44.[28] The overall labor force participation rate for that age group increased approximately 4 percentage points--from 48 percent in 1967 to 52 percent in 1972. The trends were quite different, however, for blacks and whites. While the rate for the latter increased from 46 to 51 percent, the participation rate of black women remained virtually unchanged at about 61 percent. Thus, the differential between whites and blacks declined over the period from about 14 to 10 percentage points.

As compared with the foregoing cross-sectional data, the longitudinal data of the present study show a larger increase in labor force participation for the white women and a decrease for the black as the cohort aged over the five-year period (Chart 1.5). The white participation rate rose by about 9 points, while that for blacks dropped by 4 points. Thus, the 20-point black-white differential at the beginning of the period was reduced by almost two-thirds by 1972. The trend among whites is dominated by women with children. Among those who had never borne children the white labor force participation rate remained virtually stable over the period (Table 1A-8).

As judged by status in the terminal years, there was considerable stability in labor force status over the period (Table 1A-9). Among both whites and blacks about four-fifths of the women who were employed in 1967 were employed also in 1972. Moreover, about two-thirds of those who were out of the labor force in 1967 were also out in 1972. While employed women and those out of the labor force in 1967 were equally likely to be unemployed in the survey week of 1972 (2 percent), the corresponding likelihood for a woman who was unemployed in 1967 was four times as great.

The stability of labor force attachment is also manifested by data relating to the 12-month periods prior to the 1967 and 1972 surveys (Table 1A-10).[29] Of those women who spent no time at all in the labor force in the earlier period, three-fifths were also out of the labor force for the entire 12-month period prior to the 1972 survey. At the other extreme, of those who were in the labor force at least 50 weeks in 1966, over half were also full-year participants prior to the 1972 survey and

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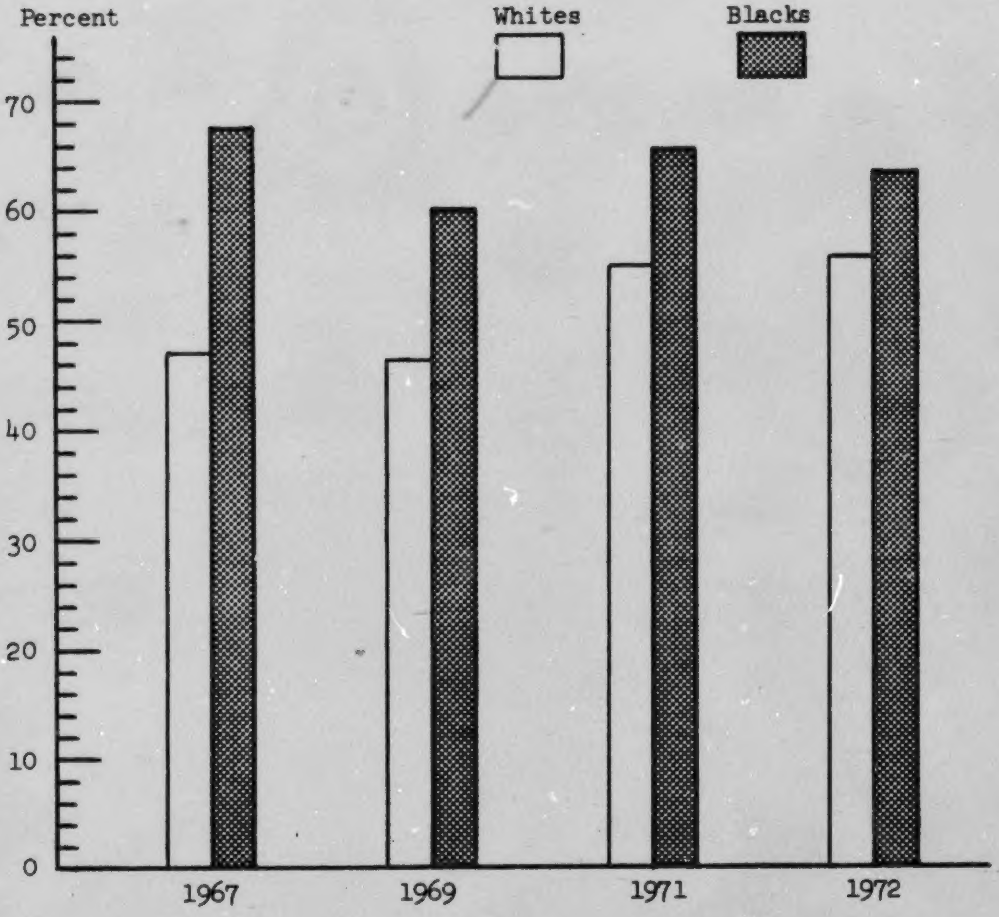
[28] U.S. Department of Labor (1975), p. 205.

[29] To be more accurate, the data for the earlier period relate to calendar year 1966.

Chart 1.5 Survey Week Labor Force Participation Rates, by Race: 1967 to 1972



Source: Appendix Table 1A-7.

as many as four-fifths were in for at least 40 weeks. The pattern was almost identical for whites and blacks.

Annual data for periods immediately preceding the 1967 and 1972 survey dates also make it clear that unemployment, far from being a random phenomenon, tends to be visited upon the same individuals from one year to another (Table 1A-11). While about nine out of ten women with some labor force exposure experienced no unemployment lasting as long as a week in calendar year 1966, the minority who experienced it were much more likely than others to have some unemployment in the year preceding the 1972 interview. Moreover, the greater the number of weeks unemployed in

1966, the greater the likelihood of unemployment and the longer its duration in the later year.

Retrospective Perception of Progress over the Five-Year Period

Before turning to an examination of changes during the half decade in several aspects of employment and income, it is of some interest to examine the respondents' perceptions of the course of their work lives over the five-year period. In the 1972 interview they were asked "All in all, so far as your work is concerned, would you say that you've progressed during the past five years, moved backward, or just about held your own?" The responses to this question are shown in Table 1A-12 for those respondents who were in the labor force in both the 1967 and 1972 survey weeks. It is impressive that only 4 percent of the women--an identical proportion of whites and blacks--believed that they had "moved backward" over the period. In contrast, three-fifths of the white women and half of the blacks reported that they had "progressed," while the remainder believed that they had "held their own." Although there were no age differences in the small proportions who reported retrogression, progress was somewhat more likely to be perceived by younger than older women.

Comparative Hours, 1967 and 1972

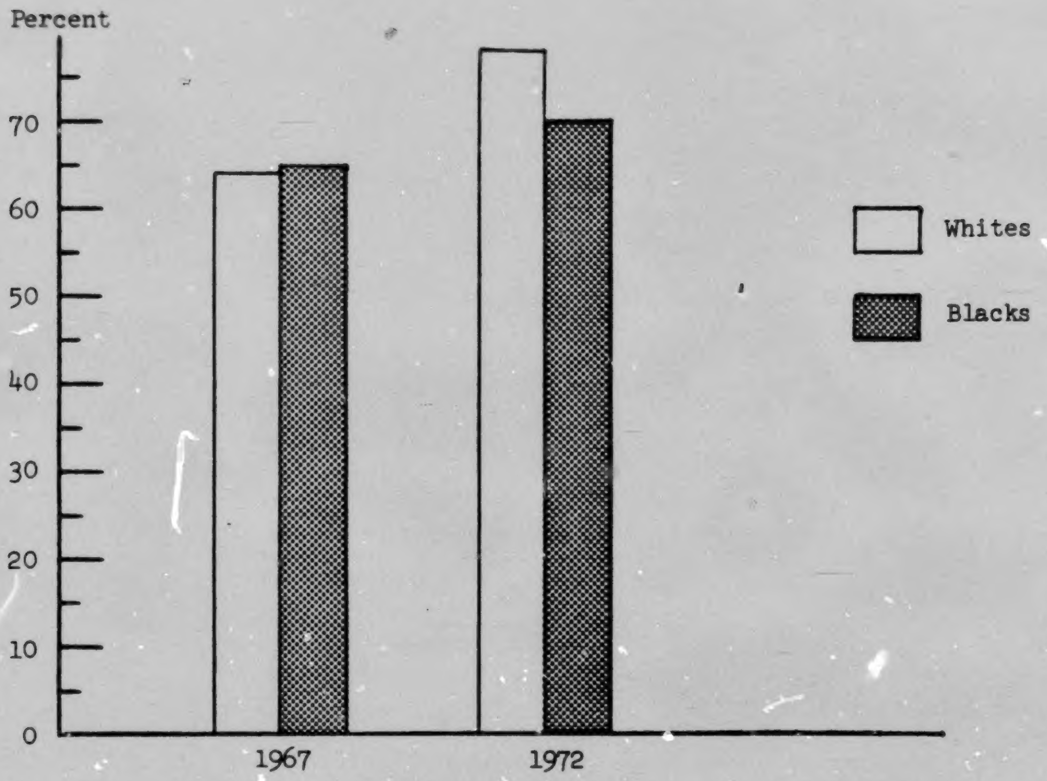
Among both white and black women the proportion of full-time employees among those who were employed as wage and salary workers at both dates was higher in 1972 than in 1967 (Chart 1.6). The increase was greater for the whites, among whom full-time employment rose from 64 to 78 percent of the total as compared with an increase from 65 to 70 percent for the blacks. As a consequence, while the proportions of full-time workers were virtually identical for the two races at the beginning of the five-year period, a differential of 8 points in favor of the white women had developed by 1972.

The Journey to Work

Means of travel Most white women in their thirties and forties who work as wage and salary earners get to work in their own automobiles (Table 1A-14). In 1972, for example, this proportion was as high as four-fifths, and there was very little difference between full-time and part-time workers in this respect. Public transport, on the other hand, is used by only about one in twenty of the white women. As might have been expected, black women are considerably less likely than white to drive to work, and in their case, there is a substantial difference between part-time and full-time workers. Overall, only about half of the black respondents reported driving to work in 1972, the proportions being 57 and 33 percent, respectively, for full-time and part-time employees. As compared with whites, blacks were almost four times as likely to use public transportation (18 versus 5 percent) and almost three times as likely to ride with someone else (16 versus 6 percent).

Between 1966 and 1972 there had been a perceptible increase in the use of private automobile--more pronounced for black women than white

Chart 1.6 Percent Full-Time Workers, by Race: 1967 and 1972



Source: Appendix Table 1A-13.

women and for full-time than for part-time workers. The overall proportion of white women using their own automobiles rose from 71 to 80 percent; for blacks the rise was from 41 to 52 percent.

Travel time Despite these changes in means of travel to work, women in our sample who worked at both dates spent about the same amount of time getting to work in 1972 as they had in 1967--over a quarter of an hour on average for white women and over 20 minutes for black (Table 1A-15). The greater travel time for blacks in both years, it should be noted, prevailed among both part-time and full-time workers and among both those using their own automobiles and those travelling by other means.

Only in the case of part-time workers was there a perceptible change in travel time between 1967 and 1972, which operated in different directions for whites and blacks. White part-time workers experienced an increase in travel time, while the opposite was true for blacks. These trends were

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largely attributable to those using means of travel other than their own automobiles.

Real Average Hourly Earnings

Average hourly earnings of women in their thirties and forties who were employed as wage or salary workers rose faster than the price level between 1967 and 1972 (Chart 1.7). Adjusted for the increase in the Consumer Price Index, earnings of employed white women were 9 percent higher in 1972 than in 1967; for blacks the corresponding increase was 26 percent. Relative increases were greater over the 1967 to 1969 period than over the period from 1969 to 1971 (Table 1A-16). As the result of the larger relative increase in black earnings, the white-black earnings ratio shrank from 1.27 in 1967 to 1.10 in 1972.

When attention is confined to that subset of women who were employed in all four of the survey weeks (1967, 1969, 1971, 1972), the relative increase over the five-year period is about twice as high for white women as when all women employed in 1967 are compared with all those employed in 1972 (Chart 1.7). For blacks, on the other hand, the increase was no greater than for all women considered cross-sectionally. Nevertheless, the increase for blacks was greater than that for whites, so that the white-black earnings ratio for this subset of women shrank from 1.18 to 1.11. Another way of saying all of this is that although black women in this age group generally were improving their earnings position relative to white women over the period, the improvement was not so great among those who were continuously employed as among the total group.

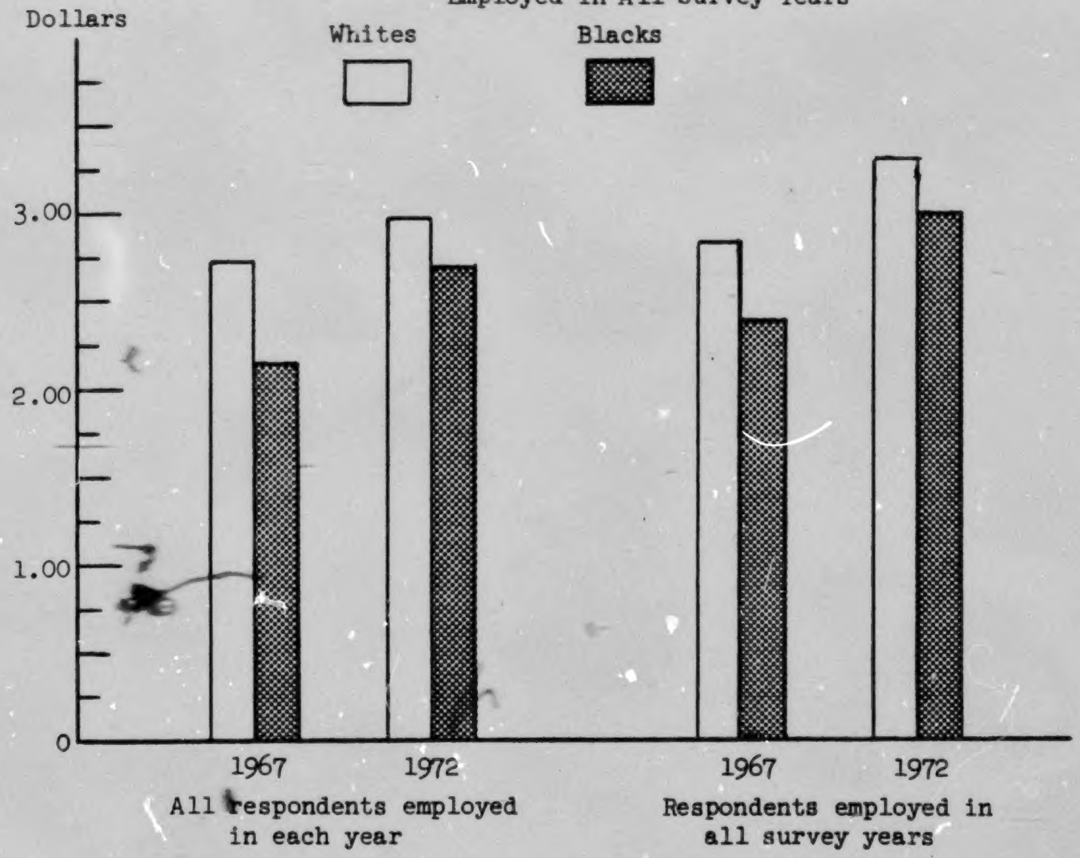
Real Annual Earnings

The 1971 average annual earnings of wage and salary workers who were employed in all survey weeks was $6,244 for white women and $5,369 for black (Chart 1.8). In real terms, these figures represented increases over 1966 earnings of 30 percent for white women and 40 percent for black. The fact that relative increases in annual earnings surpassed the relative increases in hourly earnings for both blacks and whites reflects the rise over the five-year period in hours worked per week and weeks worked per year. As a consequence of the greater relative earnings increases of black women, the white-black ratio of annual earnings dropped over the five-year period from 1.26 to 1.16.

Contribution of Employed Wives to Total Family Income

In married-spouse-present families, total 1971 income was considerably higher where the wife was employed than where she was not. In white families in which the wife had wage and salary earnings, 1971 family income averaged $15,954 in contrast to $13,536 for families in which the wife had no such income; the corresponding figures for black families were $11,731 and $8,331. Moreover, the contribution of respondents' earnings to total family income was substantial, amounting to 26 percent for whites and 35 percent for blacks (Table 1A-19). These proportions were surprisingly

Chart 1.7 Real Average Hourly Earnings, by Race: 1967 and 1972 Respondents Employed in Each Year Compared with Respondents Employed in All Survey Years



Source: Appendix Tables 1A-16 and 1A-17.

similar across family income categories, except for the lowest income category of whites. Among white families with incomes under $8,000, the wife's earnings accounted on average for almost one-half. In every other income category, however, the wife's proportion fell within the relatively narrow range of 24 to 28 percent. Among blacks, wife's earnings ranged between 26 percent and 38 percent across all income categories.

Summary

Speaking in terms of averages, the labor market position of women who were in their thirties and early forties in 1967 improved over the ensuing half decade. As many of the women were freed from the responsibility of caring for young children and as attitudes toward market work became

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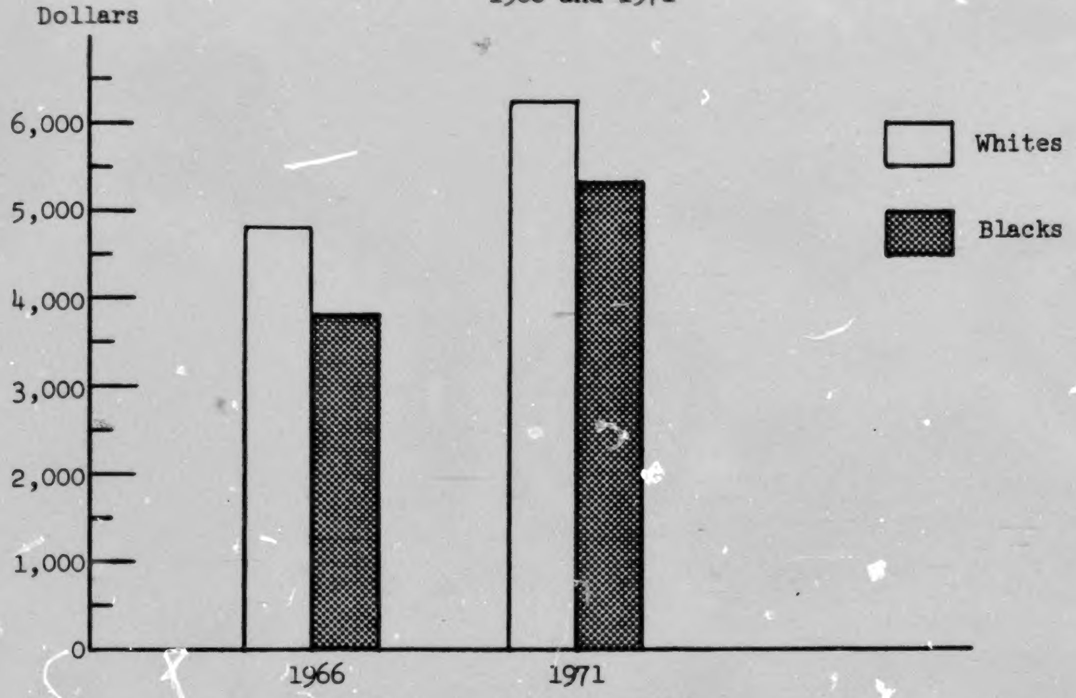
Chart 1.8 Mean Wage and Salary Income in 1971 Dollars, by Race: 1966 and 1971



Source: Appendix Table 1A-18.

somewhat more permissive, the extent of labor force participation increased; among those at work, full-time employment became more prevalent. However, while there was movement in both directions over the five-year period, a large majority of women were in the same labor force status in 1972 as in 1967.

Of the women who were in the labor force at both dates, a majority perceived that they had progressed during the period, and only 1 in 25 reported retrogression. These attitudes perhaps reflected the substantial increases in real hourly and annual earnings that occurred over the period, and the even larger increases experienced by those whose labor market participation was continuous. In 1971 employed married women made substantial contributions to family income--about one-fourth for whites and one-third for blacks--and the proportions were remarkably stable across family income categories.

In many respects, differences between black and white women became less pronounced over the half decade. For example, because labor force participation of blacks fell while that of whites rose, there was less difference in participation rates in 1972 than there had been in 1967. Differences in attitude toward market work also became smaller over the period. Finally, because black women enjoyed larger relative gains in earnings, white-black earnings differentials declined between 1967 and 1972. As will be noted in a later chapter, however, the racial differential in occupational status actually widened somewhat, which may explain why larger proportions of whites than of blacks perceived progress over the period.

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CHAPTER II

LONGITUDINAL PATTERNS OF FEMALE LABOR FORCE PARTICIPATION

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The extent and determinants of female labor force participation have been the focus of considerable attention on the part of social scientists. However, the empirical investigation of this subject has relied primarily on cross-sectional data. Thus, the longitudinal patterns of women's involvement in market work remain a relatively unexplored area. In this chapter, we attempt to extend our knowledge of female labor market behavior by summarizing these longitudinal patterns. Our purpose in this investigation is primarily descriptive, an effort to provide information on longitudinal patterns of labor market activity among women in their late thirties and forties which is comparable to the cross-sectional information currently readily available from a myriad of published sources.[1]

The NIS provides two types of data regarding the extent of market involvement over time of women in this age group. First, at the time of the initial survey in 1967, detailed work histories were obtained from respondents. In the first section, we summarize the previous work experience of women in the sample. Second, over the survey period, information is available regarding entries into and exits from the labor force. In the second section, we take advantage of these data on comparative labor market status to examine the relationship of these labor market flows to changes in participation rates and to the average level of experience of women in the labor force.[2] In the third section, we briefly summarize the major conclusions of the paper.

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[1] For tabulations of cross-sectional data on labor force participation rates, see, for example, the Manpower Report of the President, April 1975. For examples of empirical studies of female labor force participation utilizing cross-sectional data, see Mincer (1962), Cain (1966), Bowen and Finegan (1969), and Sweet (1973).

I LIFE-CYCLE PATTERNS OF PARTICIPATION

In this section the retrospective work histories of women in the sample during the years between school completion and the 1967 survey are summarized. The focus is upon two major areas where such information on work experience may be particularly instructive.

First, we investigate the extent to which three variables which are strongly related to the probability of labor force participation at a point in time--marital status, presence of children, and race--are similarly associated with the extent of work experience during the period prior to the 1967 survey. While the reasons for expecting these groups to differ with regard to previous market involvement are fairly obvious, the magnitude of such differences is of interest.[3] Moreover, it is important to control for these factors in examining other relationships.

Second, we examine the consistency in the pattern of labor market involvement of women in the sample in the period up to 1967. We expect women to exhibit consistent patterns of participation for two reasons. First, many of the variables associated with labor force participation at one point in time--for example, level of education, extent of household responsibilities, relative magnitude of income available from other sources, tastes for market work--are likely to manifest an influence over behavior during other periods as well. Second, to the extent that earnings are related to experience, women with greater labor market experience will command higher market wage rates than women with similar characteristics, but less experience. Thus, at any moment in time the incentive to engage in market work is likely to be greater for women with more work experience than for those with less.

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[2] Throughout this analysis we have restricted the sample to respondents who were interviewed in each of the three survey years: 1967, 1969, and 1971, in order to examine a fixed population. It may also be helpful to note at this point that in order to be comparable, entry and exit behavior must be studied over intervals of equal length. Thus, we examine entry and exit rates during the 1967 to 1969 and 1969 to 1971 periods. Unlike the other chapters in this volume, this one does not utilize data collected in the 1972 survey.

[3] For cross-sectional analyses of differentials in labor force participation with respect to these and other factors, see, for example, Cain (1966); Bowen and Finegan (1969); and Sweet (1973).

While the reasons for expecting consistent patterns of participation are fairly straightforward, the magnitude of this relationship is of considerable interest. It is measured in two ways. First, we examine the extent to which labor force participation at a point in time--in this case, the 1967 interview date--is related to prior labor market experience. Our expectation is that, on average, labor force participants will exhibit a pattern of higher past involvement in market work than nonparticipants. In other words, we hypothesize that labor force participation at a point in time will be selective of women with greater prior labor market experience. Second, among ever-married women with children (the majority of respondents) we investigate the extent to which participation in market work in one interval of their lives, e.g., between school and marriage, is positively related to their participation in market activity in a subsequent interval, e.g., between marriage and the birth of their first child.[4]

It is important to note that when the retrospective work experience data were obtained, respondents were asked in how many years they had worked six or more months. Thus, the reader should bear in mind that a "year" of work experience under this definition may represent less than a full year of actual market work.[5] Similarly, women who have accumulated no "years" of work experience during a particular period in their lives may in fact have worked less than six months in one or more of the years in that interval. For ease of exposition we shall refer to women who have not worked six or more months in any of the years elapsed in an interval as having no work experience in the interval.

Post School Work Experience

Longitudinal data regarding the proportion of years worked by women between school completion and 1967 generally confirm what would be expected from cross-sectional findings. Table 2.1 shows the proportion of years worked by women in the sample during this period by race and marital status/child categories. Among both whites and blacks, ever-married women worked on average a smaller proportion of the years elapsed since school completion than never-married women and, particularly among whites, the differences are of considerable magnitude. Further, where sufficient data are available, it may be seen that the presence of children reduces the extent of work intensity for both marital status groups. Racial

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[4] From the retrospective work histories, data on the extent of participation in market work are available for all respondents for the years between school completion and 1967. For ever-married women with children, data are available on work experience in three intervals: between school completion and first marriage, between first marriage and birth or acquisition of first child, and between birth or acquisition of first child and 1967.

[5] An additional caveat is that full- and part-time work are not distinguished.

Table 2.1 Proportion of Years Worked between School Completion and 1967, by Marital and Family Status, Labor Force Status in 1967 and Race[a]

(Percentage distributions)

Marital and family status, and labor force status in 1967	WHITES						BLACKS					
	Total number of respondents	Percent distribution by proportion of years worked between school and 1967[b]				Mean percent	Total number of respondents	Percent distribution by proportion of years worked between school and 1967[b]				Mean percent
		0	1-25	26-75	76-100			0	1-25	26-75	76-100	
Total or average	2,858	8	28	43	21	44	1,089	9	18	38	36	55
Ever married	2,715	8	29	44	18	41	1,006	8	19	39	34	54
With children	2,546	9	31	46	14	39	941	9	19	41	31	52
No children	169	3	6	22	69	77	65	0	10	23	67	78
Never married	143	9	2	11	79	83	83	10	8	22	58	68
With children	d	d	d	d	d	d	44	11	12	33	44	59
No children	138	9	1	9	81	84	39	9	5	12	75	77
In labor force 1967	1,422	1	17	46	37	59	731	2	12	42	45	66
Ever married	1,299	1	19	50	31	56	674	2	13	44	42	64
With children	1,173	1	20	54	26	52	619	2	13	45	39	62
No children	126	0	5	14	81	86	55	0	8	19	72	81
Never married	123	0	1	8	91	93	57	2	3	18	78	83
With children	d	d	d	d	d	d	27	5	3	25	66	78
No children	120	0	1	7	92	93	30	0	3	11	87	87
Out of labor force 1967	1,436	15	39	39	7	28	358	23	31	31	15	32
Ever married[e]	1,416	15	39	40	7	29	332	22	32	31	15	32
With children	1,373	15	40	39	6	28	322	23	32	31	15	32
No children	43	11	10	49	31	53	e	e	e	e	e	e
Never married	20	c	c	c	c	c	26	29	22	36	14	30

a Respondents interviewed in 1967, 1969, and 1971.
b Rows may not sum to 100 due to rounding.
c Percentages not shown where base represents fewer than 25 sample cases.
d Never-married respondents with children are included in the total but not shown separately.
e Ever-married respondents with no children are included in the total but not shown separately.

differentials in work experience between blacks and whites are most pronounced among ever-married women with children (EMWC). Black women in this category had worked on average 52 percent of the years elapsed since school completion as compared to 39 percent for their white counterparts. While a considerably higher proportion of black than white women in the EMWC group worked for more than three-quarters of the years elapsed, the same proportion of black as of white women, 9 percent, had no work experience during this interval.

As noted earlier, the NLS data permit us to explore an additional question regarding the work histories of women. At any particular point in time, some women from each race and marital status/child category are labor force participants, while others are out of the labor force. We expect the two groups will differ in terms of their past work experience. The data in Table 2.1 suggest that such a difference exists and that it is of considerable magnitude. When we control for labor force status as of the 1967 interview date, we find that within every race and marital status/child category, labor force participants have worked a substantially higher proportion of the years elapsed than those outside the labor force. To illustrate, among whites in the EMWC group, those who were in the labor force in 1967 had worked 52 percent of the years since school completion, while those out of the labor force at the survey date had worked an average of 28 percent of this time--15 percent of the latter group had no work experience in this interval.

In Table 2.2, we examine the differences in work experience between the 1967 labor force and nonlabor force groups among ever-married women with children. In this case we consider the period subsequent to the birth or acquisition of the first child. Particularly among whites, the experience differential between the two labor force groups is greatly increased during the more recent period. White labor force participants had worked 45 percent of the time elapsed since they assumed the care of their first child, as compared to only 12 percent for nonparticipants--60 percent of the latter group had no work experience during this interval.

Work Experience of Ever-Married Women with Children over the Marriage and Birth Cycle

In this section, we examine the work experience of ever-married women with children during three intervals in their lives. First, we consider the relationship of work status in the interval between school completion and first marriage to work status in the interval between first marriage and birth or acquisition of first child. Second, we examine the relationship of work status in the interval between marriage and child to the extent of subsequent labor market experience.

Table 2.3 shows the work status of women between marriage and child, controlling for premarital work status. In order to clarify the relationship between work status in these two intervals, the sample has been restricted to women for whom school completion occurred prior to first marriage and first marriage preceded the birth or acquisition of first

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Table 2.2 Proportion of Years Worked between Birth of First Child and 1967, by Labor Force Status in 1967, and Race: Ever-Married Respondents with Children[a]

Labor force status 1967	Total number of respondents	Percent distribution by proportion of years worked between child and 1967[b]				Mean percent
		0	1-25	26-75	76-100	
	WHITES					
Total or average	2,609	35	26	27	12	27
In labor force 1967	1,206	7	29	42	23	45
Out of labor force 1967	1,403	60	23	14	3	12
	BLACKS					
Total or average	1,000	14	18	35	34	51
In labor force 1967	661	4	13	40	43	62
Out of labor force 1967	339	36	27	24	14	28

a Respondents interviewed in 1967, 1969, and 1971.
b Rows may not sum to 100 due to rounding.

child. Two post-marriage work status categories have been distinguished: worked one or more years between first marriage and first child--MC; did not work one or more years between first marriage and first child--NMC.

As expected, there is a strong relationship between work status prior to marriage and work status in the subsequent interval. Among both blacks and whites, approximately three-fifths of the SM group worked in the interval between marriage and child, as contrasted to one-fifth of the NSM group.

In Table 2.4, we show the extent of post-child work experience among ever-married women with children, conditional upon their work status in the interval between first marriage and child. In order to exhaust the sample, we have distinguished an "other" category composed of women for whom the birth or acquisition of first child occurred prior to or in the same year as first marriage.

Among both black and white women, those who had worked in the interval between marriage and child exhibited a pattern of higher work intensity during the years after they assumed the care of their first child than those who had not worked in this interval. For the most part, those in the "other" category appear to pursue an intermediate pattern between the MC and NMC groups with regard to their post-child work experience. This suggests that the assumption of child care responsibilities in the same

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Table 2.3 Work Status between First Marriage and Birth of First Child, by Work Status between School Completion and Marriage and Race: Ever-Married Respondents with Children[a,b]

(Percentage distributions)

Work status before marriage	Total number of respondents	Percent distribution by work status between marriage and child	
		MC[e]	NMC[f]
	WHITES		
Total or average	1,796	54	46
SM[c]	1,490	60	40
NSM[d]	306	19	81
	BLACKS		
Total or average	223	43	57
SM[c]	149	57	43
NSM[d]	74	19	81

a Respondents interviewed in 1967, 1969, and 1971.

b Includes only respondents for whom school completion occurred prior to first marriage and first marriage occurred prior to birth or acquisition of first child.

c Respondents worked one or more years between school completion and first marriage.

d Respondents did not work one or more years between school completion and first marriage.

e Respondents worked one or more years between first marriage and birth or acquisition of first child.

f Respondents did not work one or more years between first marriage and birth or acquisition of first child.

year or prior to marriage may have a negative effect on work experience in the post-child period.

Summary

In summary, an examination of the retrospective data collected in the 1967 survey supports some inferences that might be made both from presently available cross-sectional data and from economic theory. First we have found that the cross-sectional differences in labor force participation rates by marital status, presence of children and race are

Table 2.4 Proportion of Years Worked between Birth of First Child and 1967, by Work Status between First Marriage and Birth of First Child and Race: Ever-Married Respondents with Children[a]

(Percentage distributions)

Work status before birth of child	Total number of respondents	Percent distribution by proportion of years worked between child and 1967[b]				Mean percent
		0	1-25	26-75	76-100	
	WHITES					
Total or average	2,609	35	26	27	12	27
MC[c]	1,186	30	23	31	16	33
NMC[d]	1,162	42	28	23	7	21
Other[e]	261	32	26	29	14	29
	BLACKS					
Total or average	1,000	14	18	35	34	51
MC[c]	205	7	11	29	53	66
NMC[d]	364	21	20	38	21	41
Other[e]	431	13	18	34	35	52

a Respondents interviewed in 1967, 1969, and 1971.

b Rows may not sum to 100 due to rounding.

c Respondents worked one or more years between first marriage and birth or acquisition of first child.

d Respondents did not work one or more years between first marriage and birth or acquisition of first child.

e Birth or acquisition of first child in same year or prior to first marriage.

reflected in differing work intensities for these groups during the pre-1967 period. Second, after controlling for these factors, we have found that women in this age group exhibit relatively consistent patterns of labor force participation in the period preceding the 1967 survey. This consistency was demonstrated along two dimensions. First, we have found that participation in market work at any point in time, in this case the 1967 interview date, tends to be positively related to the extent of prior labor market experience. Second, we have found that for ever-married women with children (the majority of respondents) work experience in one interval of their lives, e.g., between school and marriage, tends to be positively related to their participation in market activity in a subsequent interval, e.g., between marriage and the birth or acquisition of their first child.

II ENTRIES, EXITS AND CHANGES IN LABOR FORCE PARTICIPATION RATES, 1967 TO 1971

The dynamics of changes in the labor force participation rates of women in the sample over the four-year period 1967 to 1971 may be examined in terms of the longitudinal patterns of their participation in market work. Changes over time in the labor force participation rate (LFPR) of a specific population group are governed by the magnitude of the flow of entries into the labor force relative to the flow of exits from the labor force.

Some observers have implicitly assumed that it is possible to infer this underlying entry and exit behavior from observed trends in LFPR's. For example, it has been suggested that secular increases in female LFPR's, fueled as they must be by new entrants, have been accompanied by secular increases in entrants as a proportion of the labor force.[6] Two consequences of the postulated rise in entrants as a proportion of the labor force have been noted. First, it is argued that entrants are definitionally more likely to undergo a period of measured unemployment while conducting their job search than current labor force participants. Thus, it has been suggested that rising female LFPR's are responsible for secular increases in the unemployment rates of women relative to men.[7] Second, since entrants are likely to have less experience than current labor force participants, it has been claimed that the average level of experience of the female labor force must be declining. Thus rising female labor force participation rates are seen as contributing to a

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[6] See, for example, Niemi (1974) and the Economic Report of the President, February 1974, p. 158.

[7] See Niemi (1974). For a critique of this argument see Ferber and Lawry (1976).

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growing aggregate earnings gap between men and women.[8] However, for the most part, data have not been available to test directly whether entrants are indeed increasing as a proportion of the female labor force and whether, in fact, the average experience of the female labor force is declining.[9] As will be seen below, rising LFPR's have no necessary implications for the ratio between new entrants and the total labor force, nor for the average experience of labor force participants.

The purpose of this section is two-fold. First, we seek to clarify the simple algebraic relationships between entry and exit behavior and temporal changes in LFPR's. This exercise clearly demonstrates that underlying entry and exit rates must be measured directly and cannot be inferred from observed changes in LFPR's. Second, we present observations on the relationship of entry and exit behavior to changes in LFPR's for women in the NLS sample. These relationships are first examined longitudinally--as the cohort ages over time. Next, they are analyzed cross-sectionally--for women aged 35 to 44 at each survey date.

In evaluating our findings, it is important to bear in mind that they relate to a specific economic climate and a specific age group of women. Observations on exit and entry behavior over two time periods--1967 to 1969 and 1969 to 1971--are not sufficient to establish a trend--let alone a deviation from a trend due to labor market conditions. However, our findings do indicate that a variety of changes in underlying entry and exit behavior is compatible with observed changes in LFPR's. Moreover, they provide specific case studies of the underlying behavior of these parameters for groups experiencing increasing, decreasing, and stable LFPR's during the period.

The Algebraic Relationships

The relationship of LFPR's to flows of entries into and exits from the labor force may more easily be demonstrated if we introduce some simple terminology and notation. Let:

P = the size of the relevant population group.

L_t = the size of the group in the labor force at time t.

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[8] See the Economic Report of the President, February 1974, p. 158.

[9] For an important exception, see Mallan (1974). Utilizing data from the continuous work history sample maintained by the Social Security Administration for the period 1961 to 1971, Mallen found no evidence of such secular trends. See also Jusenius and Shortlidge (1975) for an analysis of entry and exit behavior utilizing the NLS data for this cohort.

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O_t = $P-L_t$ = the size of the group out of the labor force at time t.

X_t = the number of "exiters" at time t, i.e., those in the labor force at time t-1 who have exited from the labor force by time t.

S_t = the number of "stayers" at time t, i.e., those in the labor force at time t-1 who have stayed in the labor force to time t.

E_t = the number of "entrants" at time t, i.e., those out of the labor force at time t-1 who have entered by time t.

L_t and O_t indicate the number of women in each labor force category at time t. X_t, S_t, and E_t represent the number of women at time t who satisfy the indicated requirements in terms of their comparative labor market status at time t and in the preceding period, time t-1. At any point in time, the labor force group is composed of stayers and entrants from the preceding period. The impact of exits from and entries into the labor force on changes in the size of the labor force over time may be expressed by the following relationship:

$$\Delta L_t = (L_t - L_{t-1}) = (E_t - X_t) \qquad (1)$$

Thus, if the number of entrants exceeds the number of exiters, the labor force will increase in size between the two periods. If the number of entrants is less than the number of exiters, the labor force will decrease in size. Finally, if E_t equals X_t, exits are exactly counterbalanced by entries and the size of the labor force will remain unchanged.

It is helpful to obtain a direct relationship among exits, entries and changes in the LFPR over time. To do this we simply express the relevant concepts as ratios to the size of the population (P).[10] Thus:

$$\Delta \text{LFPR}_t = \left(\frac{L_t}{P} - \frac{L_{t-1}}{P}\right) = \left(\frac{E_t}{P} - \frac{X_t}{P}\right) \qquad (2)$$

As equation (2) shows, the LFPR will increase if $\frac{E_t}{P}$ is greater than $\frac{X_t}{P}$; decrease if $\frac{E_t}{P}$ is smaller than $\frac{X_t}{P}$; and remain unchanged if $\frac{E_t}{P}$ is equal to

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[10] Throughout the subsequent analysis, we shall be analyzing the labor force behavior of population groups of constant size (P). This is because the sample has been restricted to respondents who were interviewed in the 1967, 1969, and 1971 surveys. However, it should be noted that, in a more general model, P might change over time due to mortality and international migration.

$\frac{X_t}{P}$. This is an extremely simple, but nonetheless an extremely crucial relationship. It demonstrates that information regarding temporal changes in the LFPR of a particular population group only provides information regarding the relative magnitude of entries and exits--i.e., expressed as proportions of the population. It gives no indication of the absolute magnitude of either.

Since the flow of entries into and exits from the labor force determine the changes in LFPR's over time, it is important to consider the parameters which govern the magnitude of these flows. Further, since we are also interested in the composition of the labor force--the proportion which stayers and entrants comprise of the total--it is also useful to consider the determinants of the size of the stayer group. Again, some terminology and notation will be useful in expressing these relationships.

Let:

$x_t = \frac{X_t}{L_{t-1}}$ = the "exit rate" or the proportion of those in the labor force at time t-1 who have exited from the labor force by time t.

$s_t = (1 - x_t = \frac{S_t}{L_{t-1}}$ = the "staying rate" or the proportion of those in the labor force at time t-1 who have stayed in the labor force to time t.

$e_t = \frac{E_t}{O_{t-1}}$ = the "entry rate" or the proportion of those out of the labor force at time t-1 who have entered the labor force by time t.

Exit, staying, and entry rates may be considered estimates of conditional probabilities. That is, given the labor force status of a woman in the preceding period, they estimate the probability that she will be in the specified group in the current period. For example, an exit rate of .15 implies that there is a 15 percent probability that a woman selected at random from the labor force group at time t-1 will have exited from the labor force by time t, and an 85 percent probability that she will have stayed to time t.

The relationship between exit and entry rates and the ratios of exiters, stayers and entrants to the population at time t are given below:

$$\frac{X_t}{P} = x_t \cdot \left(\frac{L_{t-1}}{P}\right) = x_t \cdot LFPR_{t-1} \qquad (3)$$

$$\frac{S_t}{P} = s_t \cdot \left(\frac{L_{t-1}}{P}\right) = (1 - x_t) \cdot LFPR_{t-1} \qquad (4)$$

$$\frac{E_t}{P} = e_t \cdot \left(\frac{O_{t-1}}{P}\right) = e_t \cdot (1 - LFPR_{t-1}) \qquad (5)$$

Thus, the magnitude of exiters, stayers, and entrants relative to the population depends not only on the relevant exit and entry rates, but also on the LFPR in the preceding period. Some examples may be helpful in illustrating the importance of this point.

First, let us contrast the situation of two population groups, both having the same exit and entry rates over a particular period, but one of which had a high and the other a low LFPR in t-1. The group for which $LFPR_{t-1}$ is high may exhibit little or even negative growth in its LFPR over the period, while the group for which $LFPR_{t-1}$ is low may exhibit a large increase. The reason is simply that for the high LFPR group the given exit rate generates a higher flow of exiters relative to population, while the given entry rate generates a lower flow of entrants relative to population.

A second example is provided by considering the change in LFPR's for a given population group over time. Let us assume that the LFPR of a given group is increasing over time and that entry and exit rates remain constant. As the proportion of the group that is in the labor force grows, the impact of a given exit rate is increased, while the impact of a given entry rate is reduced. Given constant exit and entry rates, the arithmetic increase in the LFPR will decline over successive periods, approaching zero in the limit. Thus, while the LFPR may continue to increase for a time even with constant entry and exit rates, if the arithmetic increase in LFPR's for a particular population group is maintained or increases over successive periods, then a secular change in entry rates and/or exit rates must have occurred. However, only the data can reveal the underlying pattern.

Finally, let us consider the case in which both LFPR's and entry rates for a particular population group are rising over time such that $\frac{E_t}{P} > \frac{E_{t-1}}{P}$, while the staying rate remains constant. Will new entrants comprise a higher proportion of the labor force at time t than at time t-1? Not necessarily. As the proportion of the group that is in the labor force grows over time, stayers will tend to rise as a proportion of the population, even with constant staying rates. The composition of the labor force will depend on which group--stayers or entrants--is increasing faster.

The Longitudinal Analysis

In this section we explore the relationship of changes in LFPR's in selected periods between 1967 and 1971 to flows of entries into and exits from the labor force. The LFPR's are available for three survey dates: 1967, 1969, and 1971. Entry and exit behavior may be observed over two periods: 1967 to 1969 and 1969 to 1971.[11]

Our findings for the cohort of women are presented in Table 2.5. We shall first consider the experience of the total cohort of white and black women, then of specific marital status categories within each race group. Between 1967 and 1971, there was an increase of 8 percentage points in the LFPR of white women, equally divided between the two subperiods: 1967 to 1969 and 1969 to 1971. The arithmetic increase in LFPR's over the two subperiods was maintained by a small decline in exit rates between 1969 and 1971--from 15 to 14 percent--and a larger increase in entry rates during the same period--from 20 to 22 percent. As a result, entrants and exiters relative to the population remained roughly constant.

The experience of black women over this period was quite different. There was a decline of 3 percentage points in their LFPR between 1967 and 1971, occurring in the latter part of the period. The importance of the base year LFPR in determining the impact of specific entry and exit rates may be illustrated by comparing the experience of black and white women between 1967 and 1969. During that period, the exit rate of black women, 14 percent, was slightly less than that of white women, while their entry rate, 29 percent, was considerably higher. Yet the black LFPR was stable in that period, while the white LFPR increased. This was due to the higher black LFPR in 1967--68 percent in comparison to 48 percent for whites. Thus the black exit rate was applied to a higher proportion of the population than in the case of whites, while the black entry rate was applied to a lower proportion of the population. The decline in the LFPR of black women which occurred between 1969 and 1971 was due to a 6 percentage point decline in the black entry rate--there was no increase in the average propensity of black women to exit from the labor force. The net result of the differing experiences of black and white women in the sample over the 1967 to 1971 period was a substantial decline in the racial differential in LFPR's--from 20 percentage points in 1967 to 10 percentage points in 1971.

In contrast to the average experience of the total group of whites, the increase in the LFPR of married, spouse present (MSP) women was somewhat greater during the 1969 to 1971 period than in the two preceding years. This escalation was associated with a small decline in exit rates and a

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[11] Again, note that for intertemporal comparisons, entry and exit rates must be examined for periods of equal length. Thus, an analysis of entries and exits between 1971 and 1972 is excluded.

Table 2.5 Entries, Exits, and Changes in Labor Force Participation Rates, 1967 to 1969 and 1969 to 1971, by Marital Status and Race[b]

All Respondents[a]

Item	WHITES				BLACKS			
	Total or average[c]	Married, spouse present[d]	Widowed, divorced, separated[d]	Never married[d]	Total or average[c]	Married, spouse present[d]	Widowed, divorced, separated[d]	Never married[d]
1 Total number of respondents	3,223	2,602	197	131	1,227	661	297	83
1967-1969								
2 LFPR in %, 1967	48	43	74	85	68	64	76	64
3 Exit rate in %(x), 1967-1969	15	16	6	5	14	17	7	11
4 Exiters in %(X/P), 1967-1969: (2)x(3)	7	7	4	4	10	11	6	7
5 1-LFPR in %, 1967	52	57	26	15	32	36	24	36
6 Entry rate in %(e), 1967-1969	20	19	30	25	29	31	25	10
7 Entrants in % (E/P),1967-1969:(5)x(6)	11	11	8	4	9	11	6	3
8 ΔLFPR in %, 1967-1969:(7)-(4)	4	4	4	0	-1	0	0	-4
1969-1971								
9 LFPR in %, 1969	51	46	78	84	68	64	77	61
10 Exit rate in %(x), 1969-1971	14	15	9	4	14	14	14	7
11 Exiters in %(X/P), 1969-1971:(9)x(10)	7	7	7	3	10	9	11	4
12 1-LFPR in %, 1969	49	54	22	16	32	36	23	39
13 Entry rate in %(e), 1969-1971	22	21	24	22	23	24	15	18
14 Entrants in %, 1969-1971:(12)x(13)	11	12	5	3	7	9	4	7
15 ΔLFPR in %, 1969-1971:(14)-(11)	4	5	-2	0	-3	0	-7	3
16 LFPR in %, 1971: (9)+(15)	55	51	76	84	65	64	70	64

a Respondents interviewed in 1967, 1969, and 1971 who were in the labor force in the respective year.
b Mathematical relationships may not hold precisely as indicated due to rounding error.
c Includes respondents reporting changes in marital status between 1967 and 1971.
d Respondents in indicated marital status category in each survey year: 1967, 1969, and 1971.

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larger increase in entry rates--from 19 percent to 21 percent. Most probably this increase in entry rates was tied to a diminution in the household responsibilities of this group as their children aged.

Again within this marital status group we find sharp contrasts between the experience of black and white women. Among blacks the LFPR remained stable throughout the 1967 to 1971 period. However, this stability was the net result of fairly large changes in exit and entry behavior over the period. Between the 1967 to 1969 and the 1969 to 1971 periods, there was a sizable drop in exit rates--from 17 to 14 percent--but also a large drop in entry rates--from 31 to 24 percent. Thus the impact of a greater tendency of those in the labor force to remain was counterbalanced by a reduction in the propensity of those outside the labor force to enter. As a result of these differing trends the black-white differential in LFPR's shrank over the four-year period from 21 to 13 percentage points.

The greater financial necessity of market work on average among widowed, divorced and separated (WDS) white women in comparison to the MSP group is reflected in the higher LFPR's of the former in each survey year, as well as in their lower exit rates and higher entry rates. However, the two groups exhibited different trends in LFPR's over the period. Among WDS women, LFPR's increased between 1967 and 1969 but declined slightly between 1969 and 1971. As a result, the LFPR differential between white women in the two marital status categories declined from 31 percentage points in 1967 to 25 percentage points in 1971.

Within the group of WDS women in 1967, the black-white differential in LFPR's was considerably smaller than among MSP women. Additionally, among blacks, the LFPR differential between MSP and WDS women was considerably smaller in 1967 than among whites. Both the differentials by race and within the black group by marital status were substantially narrowed by a decline of 6 percentage points in the LFPR of the WDS group between 1967 and 1971. This decline was concentrated in the 1969 to 1971 period, and associated with both an increase in exit rates and a decrease in entry rates. As a result, by 1971 white women in the other ever-married category had a higher LFPR rate than their black counterparts.

Among whites, never-married women had the highest LFPR's of the marital status categories, as well as the lowest exit rates. As might be expected, their pattern of participation over the period was relatively stable. Within this group, the white LFPR was higher than the black, and blacks exhibited greater changes in exit and entry rates over the period, perhaps in part due to the higher proportion of black than of white women in this category with children.

In summary, we have found, among whites, considerable increases in LFPR's over the 1967 to 1971 period attributable largely to the MSP group. These increases were principally associated with rising entry rates over the period, although declining exit rates also played a role. Among WDS women the gain in LFPR's over the period was smaller due to an increase

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in the exit rate as well as a decline in the entry rate for this group. Among blacks, with the exception of the relatively small group of never-married women, a pattern of declining entry rates is sharply discernible. Exit rates declined substantially among MSP women, but increased among WDS women. The net result of these differential movements of exit rates in combination with declining entry rates was a stability in the LFPR's of MSP women, a substantial decline in the LFPR of WDS women, and a smaller decline in the LFPR of the total group.

Labor force composition and average experience We now turn to an examination of the impact of these patterns of changes in LFPR's on the proportions of the female labor force comprised of stayers and entrants, and on the average years of experience of labor force participants in each year.[12] These are in fact interrelated issues. Our findings regarding the past work patterns of labor force participants and nonparticipants in 1967 indicate that the latter group had considerably less labor market experience than the former. Thus, it is likely that new entrants will exert a downward pull on the average experience of the labor force group. However, there is one factor which tends to counterbalance this effect of entries on the average experience of labor force participants. It is the selectivity of both entry and exit behavior with respect to prior labor market experience.

This selectivity is illustrated in Table 2.6, which shows the average years of experience of women as of 1967 and 1969, classified by their labor market behavior over the periods 1967 to 1969 and 1969 to 1971, respectively. The data suggest that, within race/marital status categories, exiters on average had fewer years of experience than stayers, prior to the occurrence of the actual behavior; entrants on average had more years of experience than those who remained out of the labor force in both periods, again, prior to the occurrence of the actual behavior. The data also suggest, however, that exiters generally have more experience than entrants. Thus, while the selectivity of entry and exit behavior in terms of past experience dampens the negative impact of new entrants on the labor force group, it does not eliminate it.

It is interesting to note that, among blacks, the experience advantage of entrants relative to those who remained out in both periods increased from two years in 1967 to 1969 to three or four years in 1969 to 1971. This tendency for labor force entry to become even more selective with respect to prior labor market experience during this period coincides with

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[12] In this and the succeeding cross-sectional analysis, years of work experience in the post-1967 period are measured in a fashion comparable to the pre-1967 period. Thus, if a woman worked between 25 and 50 percent of the weeks elapsed in a two-year interval, she was credited with one year of work experience. If she worked between 51 and 100 percent of the weeks elapsed, she was credited with two years of work experience.

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Table 2.6 Average Post-School Work Experience as of Base Year, by Marital Status, Comparative Labor Market Status and Race: 1967 to 1969, 1969 to 1971[a]
All Respondents[a]

Item	WHITES				BLACKS			
	Total or average[b]	Married, spouse present[c]	Widowed, divorced, separated[c]	Never married[c]	Total or average[b]	Married, spouse present[c]	Widowed, divorced, separated[c]	Never married[c]
Total number of respondents[e]	3,223	2,602	197	131	1,227	661	297	83
Comparative labor market status, 1967-1969								
Stayers								
S/P in %	41	36	70	81	59	53	70	57
Average experience as of 1967 (years)	12	11	13	16	14	14	14	16
Entrants								
E/P in %	11	11	8	4	9	11	6	3
Average experience as of 1967 (years)	7	7	d	d	8	8	d	d
Exiters								
X/P in %	7	7	4	4	10	11	6	7
Average experience as of 1967 (years)	9	9	d	d	12	12	d	d
Out[f]								
O/P in %	42	47	18	11	23	25	18	32
Average experience as of 1967 (years)	5	5	6	d	6	6	6	d
Comparative labor market status, 1969-1971								
Stayers								
S/P in %	44	39	71	81	58	55	66	57
Average experience as of 1969 (years)	13	13	15	18	15	15	16	18
Entrants								
E/P in %	11	12	5	3	7	9	4	7
Average experience as of 1969 (years)	7	7	d	d	10	11	d	d
Exiters								
X/P in %	7	7	7	3	10	9	11	4
Average experience as of 1969 (years)	12	11	d	d	12	11	14	d
Out[f]								
O/P in %	38	42	17	12	25	28	20	32
Average experience as of 1969 (years)	6	6	5	d	7	7	7	d

a Respondents interviewed in 1967, 1969, and 1971 who were in the labor force in the respective year.
b Includes respondents reporting changes in marital status between 1967 and 1971.
c Respondents in indicated marital status category in each survey year: 1967, 1969, and 1971.
d Means not reported where base is fewer than 25 sample cases.
e Includes respondents for whom responses on work experience were nonascertainable.
f Respondents out of the labor force at both survey dates.

a marked decline in entry rates among blacks and appears to be consistent with the possibility of a discouragement effect in response to the deteriorating economic climate.

The composition of the labor force in terms of stayers and entrants, and the average years of experience of each group and of the total labor force are shown in Table 2.7. In this case, average experience is shown subsequent to the occurrence of the indicated behavior. It may be noted that among those groups experiencing the largest increase in labor force participation rates over the period--the white total and MSP groups--stayers as a proportion of the labor force increased only slightly. In contrast, where declining entry rates prevailed--WDS white women and all black groups except the never-married--the proportion of stayers increased substantially. As a result, the white labor force in the total and MSP groups gained an average of only one year of labor market experience for every two chronological years, while the other groups generally gained an average of two years of labor market experience for every two chronological years. Since blacks and whites on average experienced differential patterns of entry behavior, the black advantage in average years of experience increased from one year in 1967 to three years in 1971.[13]

The Cross-Sectional Analysis

In this section we are concerned with the relationship of entries into and exits from the labor force to changes in age-specific LFPR's. We have termed this the cross-sectional analysis because we are dealing with different, although overlapping, population groups in each survey year, rather than with a fixed population group as in the preceding longitudinal analysis. We hold the effect of age constant by restricting the sample in each survey year to women aged 35 to 44. Similarly, marital status, like age, is defined with respect to survey year status. The purpose of this procedure is to obtain age-specific LFPR's by marital status for each survey year which are comparable to those which would be obtained from cross-sectional data. We then utilize the longitudinal nature of the NIS data to examine the prior labor market status and participation rates of women in each cross-sectional group--thus adding a longitudinal dimension to the analysis.

The strictly longitudinal analysis presented in the preceding section illustrated the difficulty in drawing inferences about entry and exit

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[13] The observed differences in the average years of work experience of labor force participants between 1967 and 1969, and between 1969 and 1971 were found to be statistically significant at the 5 percent level for the total black and white groups, and for each marital status category except white never-married women (1967 to 1969), black WDS women (1967 to 1969), and black never-married women (1967 to 1969 and 1969 to 1971).

Table 2.7 Average Post-School Work Experience in the Labor Force, by Race, Marital Status, and Comparative Labor Market Status: 1967 to 1969, 1969 to 1971[a]
All Respondents[a]

Item	WHITES				BLACKS			
	Total or average[b]	Married, spouse present[c]	Widowed, divorced, separated[c]	Never married[c]	Total or average[b]	Married, spouse present[c]	Widowed, divorced, separated[c]	Never married[c]
1967 Labor force								
Total number of respondents[e]	1,531	1,115	142	111	816	419	215	53
Average experience as of 1967 (years)	12	11	13	16	13	13	14	15
1969 Labor force								
Total number of respondents[e]	1,654	1,210	150	111	816	422	216	49
Average experience as of 1969 (years)	13	12	15	18	15	15	15	17
Comparative labor market status, 1967-1969								
Stayers								
S/L in %	79	77	90	96	86	83	92	94
Average experience as of 1969 (years)	14	13	15	18	16	16	16	18
Entrants								
E/L in %	21	23	10	4	14	18	8	6
Average experience as of 1969 (years)	8	8	d	d	9	9	d	d
1971 Labor force								
Total number of respondents[e]	1,770	1,322	147	109	776	410	197	52
Average experience as of 1971 (years)	14	13	17	20	17	17	17	20
Comparative labor market status, 1969-1971								
Stayers								
S/L in %	80	77	93	96	89	87	95	89
Average experience as of 1971 (years)	15	15	17	20	17	17	18	20
Entrants								
E/L in %	20	23	7	4	11	14	5	11
Average experience as of 1971 (years)	9	9	d	d	12	12	d	d

[a] Respondents interviewed in 1967, 1969, and 1971 who were in the labor force in the respective year.

[b] Includes respondents reporting changes in marital status between 1967 and 1971.

[c] Respondents in indicated marital status category in each survey year: 1967, 1969, and 1971.

[d] Means not reported where base represents fewer than 25 sample cases.

[e] Includes respondents for whom responses on work experience were nonascertainable.

behavior from observed changes in the LFPR's of a specific population group. Such a procedure is even more hazardous in the case of age-specific LFPR's, since an additional problem is introduced, i.e., the longitudinal changes in LFPR's may diverge from the cross-sectional changes, and it is the longitudinal changes that are relevant to an examination of entry and exit behavior.

Our findings regarding the relationship between exit and entry behavior and observed cross-sectional changes in LFPR's are shown in Table 2.8. The cross-sectional LFPR's for each race and marital status group are shown in the boxes in rows 2, 9, and 16. The cross-sectional changes in LFPR's during the 1967 to 1969 and 1969 to 1971 periods are shown in parentheses in rows 8 and 15--the longitudinal changes are shown without parentheses.

Over the 1967 to 1971 period, whites experienced increases in age-specific (cross-sectional) LFPR's in all marital status categories, the largest increases occurring among the MSP group. In contrast, blacks experienced decreases in age-specific (cross-sectional) LFPR's in all marital status categories, the largest declines occurring among WDS women and the small group of never-married women.

Among whites, there was a tendency for exit rates to rise over the period for all marital status groups except the never married. The most pronounced increase occurred among WDS women. Among blacks, exit rates remained constant, on average. In contrast to the experience of white women, exit rates declined among black women in the MSP category. However, as was the case among white women, there was a sharp increase in exit rates among black women in the WDS category.

As we found in the longitudinal analysis, white women, on average, experienced increases in entry rates which were largest among women in the MSP category. On the other hand, we again find a pronounced tendency for entry rates to decline among blacks for all marital status groups except the never-married.

The effect of these changes in entry and exit rates depends upon the base level participation rates for each population group. The net effects are summarized in Table 2.9. Entrants rose as a proportion of the population on average for the total white group, and within each marital status category, except among WDS women. Among black women, entrants declined as a proportion of the population on average for the total group, and also for each marital status category, with the exception of never-married women. Stayers declined as a proportion of the population only among black WDS women and the small number of black never-married women.

Labor force composition and average experience Table 2.9 also shows the prior work experience of women by their comparative labor market status in the two periods, 1967 to 1969 and 1969 to 1971. As in

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Table 2.8 Entries, Exits, and Changes in Labor Force Participation Rates, by Marital Status and Race: 1967 to 1969, 1969 to 1971[a,b,c]

Respondents 35 to 44 at Each Survey Date[c]

Item	WHITES											
	Total or average			Married spouse present			Widowed, divorced, separated			Never married		
	1967	1969	1971	1967	1969	1971	1967	1969	1971	1967	1969	1971
1 Total number of respondents	2,190	2,114	2,074	1,908	1,789	1,760	194	228	216	88	97	98
2 LFPR in %, 1967	$\boxed{49}$	49		$\boxed{46}$	45		$\boxed{68}$	61		$\boxed{84}$	86	
3 Exit rate in % (x), 1967-1969		14			16			7			6	
4 Exiters in % (X/P), 1967-1969:(2)x(3)		7			7			4			5	
5 1-LFPR in %, 1969		51			55			39			14	
6 Entry rate in % (e), 1967-1969		21			20			33			31	
7 Entrants in % (E/P), 1967-1969:(5)x(6)		11			11			13			4	
8 ΔLFPR in %, 1967-1969:(7)-(4)		4(4)			4(3)			9(2)			-1(1)	
9 LFPR in %, 1969		$\boxed{53}$	51		$\boxed{49}$	47		$\boxed{70}$	73		$\boxed{85}$	85
10 Exit rate in % (x), 1969-1971			15			17			13			2
11 Exiters in % (X/P), 1969-1971:(9)x(10)			8			8			10			2
12 1-LFPR in %, 1971			49			53			27			15
13 Entry rate in % (e), 1969-1971			25			24			36			30
14 Entrants in % (E/P), 1969-1971:(12)x(13)			12			13			10			5
15 ΔLFPR in %, 1969-1971:(14)-(11)			4(3)			5(3)			0(3)			3(3)
16 LFPR in %, 1971:(9)+(13)			$\boxed{56}$			$\boxed{52}$			$\boxed{73}$			$\boxed{88}$

Table continued on next page.

Table 2.8 continued.

Item	BLACKS											
	Total or average			Married, spouse present			Widowed, divorced, separated			Never married		
	1967	1969	1971	1967	1969	1971	1967	1969	1971	1967	1969	1971
1 Total number of respondents	844	809	795	556	506	472	240	257	274	48	46	49
2 LFPR in %, 1967	$\boxed{70}$	69		$\boxed{67}$	65		$\boxed{79}$	76		$\boxed{72}$	70	
3 Exit rate in % (x), 1967-1969		14			17			9			6	
4 Exiters in % (X/P), 1967-1969:(2)x(3)		10			11			7			4	
5 1-LFPR in %, 1969		31			35			24			30	
6 Entry rate in % (e), 1967-1969		32			36			27			7	
7 Entrants in % (E/P), 1967-1969:(5)x(6)		10			13			6			2	
8 ΔLFPR in %, 1967-1969:(7)-(4)		0(-1)			1(-1)			0(-3)			-1(-3)	
9 LFPR in %, 1969		$\boxed{69}$	69		$\boxed{66}$	66		$\boxed{76}$	77		$\boxed{69}$	55
10 Exit rate in % (x), 1969-1971			14			15			14			6
11 Exiters in % (X/P), 1969-1971:(9)x(10)			10			10			11			4
12 1-LFPR in %, 1971			31			34			23			45
13 Entry rate in % (e), 1969-1971			22			25			17			17
14 Entrants in % (E/P), 1969-1971:(12)x(13)			7			8			4			7
15 ΔLFPR in %, 1969-1971:(14)-(11)			-3(-3)			-1(-1)			-7(-6)			4(-10)
16 LFPR in %, 1971:(9)+(13)			$\boxed{66}$			$\boxed{65}$			$\boxed{70}$			$\boxed{59}$

a Respondents interviewed in 1967, 1969, and 1971.

b Mathematical relationships may not hold precisely as indicated due to rounding error.

c Respondents aged 35 to 44 in each survey date. See supra, p. 2.39 for a further explanation of the cross-sectional analysis.

Table 2.9 Average Post-School Experience as of Base Year, by Marital Status, Comparative Labor Market Status and Race: 1967 to 1969, 1969 to 1971[a]
Respondents 35 to 44 at Each Survey Date[e]

Item	WHITES				BLACKS			
	Total or average	Married, spouse present	Widowed, divorced, separated	Never married	Total or average	Married, spouse present	Widowed, divorced, separated	Never married
Comparative labor market status, 1967-1969								
Total number of respondents[b]	2,114	1,789	228	97	809	506	257	46
Stayers								
S/P in %	42	38	57	81	59	54	69	67
Average experience as of 1967 (years)	12	12	12	17	14	14	13	c
Entrants								
E/P in %	11	11	13	4	10	13	6	2
Average experience as of 1967 (years)	7	7	8	c	8	8	c	c
Exiters								
X/P in %	7	7	4	5	10	11	7	4
Average experience as of 1967 (years)	10	9	c	c	12	12	c	c
Out[d]								
O/P in %	40	44	26	10	21	23	18	28
Average experience as of 1967 (years)	6	6	6	c	7	7	7	c
Comparative labor market status, 1969-1971								
Total number of respondents[b]	2,074	1,760	216	98	795	472	274	49
Stayers								
S/P in %	43	39	63	83	59	56	66	51
Average experience as of 1969 (years)	12	12	13	17	14	14	13	c
Entrants								
E/P in %	12	13	10	5	7	8	4	7
Average experience as of 1969 (years)	7	6	c	c	11	10	c	c
Exiters								
X/P in %	8	8	10	2	10	10	11	4
Average experience as of 1969 (years)	11	11	c	c	11	11	c	c
Out[d]								
O/P in %	37	41	18	11	24	26	19	38
Average experience as of 1969 (years)	6	6	6	c	6	7	6	c

[a] Respondents interviewed in 1967, 1969, and 1971.

[b] Includes respondents for whom responses or work experience were nonascertainable.

[c] Means not reported where base is fewer than 25 sample cases.

[d] Respondents out of the labor force on both survey dates.

[e] Respondents aged 35 to 44 in each survey date. See supra, p. 2.39 for a further explanation of the cross-sectional analysis.

the longitudinal analysis, there is a tendency for exiters to have fewer years of prior work experience than stayers. For the most part, we also find that entrants tend on average to have more work experience than those who remain out of the labor force in both survey dates. However, white MSP women who entered the labor force between 1967 and 1969 had the same average prior experience as those who remained out of the labor force.

Among whites, we again find that exiters generally had greater average years of experience than entrants. Thus, despite the selectivity of exit and entry behavior with respect to prior experience, the two groups were not identical with respect to previous work experience. Among black women, this pattern prevails in the 1967 to 1969 period. However, in the 1969 to 1971 period, entrants and exiters have approximately the same average prior labor market experience. It appears that, for blacks, declining entry rates between 1969 and 1971 were associated with an even greater selectivity of entry behavior with respect to prior labor market experience.[14] As noted earlier in the case of the longitudinal analysis, this finding is consistent with the possibility of a discouragement phenomenon occurring among blacks. That is, with rising unemployment, those with less labor market experience may have been deterred from seeking employment, or may have briefly entered and withdrawn from the labor force between the two dates after a fruitless search.

The net effect of the trends in entry and exit rates on the composition and average experience of the labor force is shown in Table 2.10. Among the groups experiencing the largest increase in LFPR's--the white total and MSP groups--stayers declined only slightly as a proportion of the labor force. Among white WDS women and among blacks on average and in the ever-married categories, stayers rose as a proportion of the labor force.

The average years of experience of the total white and black labor force groups remained unchanged between 1967 and 1971, with black women having, on average, two more years of work experience than white women. Within race and marital status categories there were some fluctuations in average years of experience, however, never in excess of one year.[15]

Thus, over the four-year period 1967 to 1971, it does not appear that there was any marked change in the composition of the female labor

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[14] In this regard, it is interesting to note that, although age is held constant in Table 2.9, black entrants have two to three years more experience in 1969 than in 1967.

[15] A pairwise test of the differences in the mean years of work experience of labor force participants was conducted within each race and marital status category for 1967 and 1969, 1969 and 1971, 1967 and 1971. None of the differences were statistically significant at the 5 percent level.

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Table 2.10 Average Post-School Experience of Respondents in the Labor Force, by Marital Status, Comparative Labor Market Status and Race: 1967 to 1969, 1969 to 1971[a]
Respondents 35 to 44 at Each Survey Date[d]

Item	WHITES				BLACKS			
	Total or average	Married, spouse present	Widowed, divorced, separated	Never married	Total or average	Married, spouse present	Widowed, divorced, separated	Never married
1967-1969								
1967 Labor force								
Total number of respondents[b]	1,080	875	131	74	578	363	182	33
Average experience as of 1967 (years)	13	12	14	18	15	15	16	19
1969 Labor force								
Total number of respondents[b]	1,122	882	157	83	548	328	190	30
Average experience as of 1969 (years)	13	13	13	19	15	15	15	c
Comparative labor market status, 1967-1969								
Stayers								
S/L in %	79	78	82	95	85	81	92	97
Average experience as of 1969 (years)	14	14	14	19	16	16	15	c
Entrants								
E/L in %	21	23	18	5	15	19	9	3
Average experience as of 1969 (years)	8	8	9	c	9	9	c	c
1969-1971								
1971 Labor force								
Total number of respondents[b]	1,148	908	156	84	509	298	181	30
Average experience as of 1971 (years)	13	12	14	19	15	15	15	c
Comparative labor market status, 1969-1971								
Stayers								
S/L in %	78	75	87	95	90	87	94	87
Average experience as of 1971 (years)	14	14	14	19	16	16	15	c
Entrants								
E/L in %	22	25	13	5	10	13	6	13
Average experience as of 1971 (years)	8	8	c	c	2	12	c	c

[a] Respondents interviewed in 1967, 1969, and 1971.

[b] Includes respondents for whom responses on work experience were nonascertainable.

[c] Means not reported where base is fewer than 25 sample cases.

[d] Respondents aged 35 to 44 in each survey date. See supra, p. 2.39 for a further explanation of the cross-sectional analysis.

force in the 35- to 44-year age group with respect to the proportions comprised of stayers and entrants, nor in the average level of experience of labor market participants. This was the case even among the total group of white women and those in the MSP category, despite sizable cross-sectional and longitudinal gains in their LFPR's over the period.

III CONCLUSION

In this chapter we have focused upon the longitudinal patterns of involvement in market work among women in their late thirties and forties. The first section was devoted to a summary and analysis of the retrospectively collected work histories of women in the sample during the years between school completion and 1967. The second section was concerned with the relationship of the entry and exit behavior of respondents during the 1967 to 1969 and 1969 to 1971 periods to observed trends in labor force participation rates over those periods.

A major finding of this investigation is that the labor force status of women observed at a point in time--the primary focus of analyses utilizing cross-sectional data--is strongly related to the intensity of their prior work experience. This relationship was manifested over a number of dimensions. First, it was found that observed cross-sectional differences in labor force participation rates of women by marital status, presence of children, and race were also reflected in differing degrees of work experience among these groups during the period prior to the 1967 survey. Second, it was found that, within race and marital status/child categories, labor force participants differed markedly from nonparticipants in the extent of their prior work experience. On average, the group in the labor force at a point in time--in this case the 1967 interview date--had worked a substantially larger proportion of the years prior to that time. This consistency in labor force status over time was also manifested across intervals in the women's lives. Among ever-married women with children (the majority of respondents) where this issue was investigated, it was shown that their work status in one interval of their lives, e.g., between school completion and marriage, was associated with their work status during a subsequent interval, e.g., between marriage and the birth or acquisition of their first child.

Previous work experience was also found to be related to the comparative labor market status of respondents between two points in time. For the two two-year periods, 1967 to 1969 and 1969 to 1971, it was found that exiters from the labor force generally had less prior work experience than stayers, and entrants to the labor force generally had more prior work experience than those who remained out of the labor force on both survey dates.

While in some respects our examination of longitudinal data on labor force participation supported inferences that might reasonably be made from cross-sectional data, in other respects our findings suggest that such inferences can be misleading. In particular, we have demonstrated that entry and exit rates must be measured directly, and cannot be deduced from observed trends in labor force participation rates. Similarly, it was shown that the trends in labor force participation rates for particular population groups bear no necessary relationship to the proportions of the labor force comprised of stayers and new entrants, or to the average experience of labor force participants. In the longitudinal analysis, where the effect of the aging of the cohort was not removed, all race and marital status groups gained in average experience over the four-year period. In the cross-sectional analysis, where the effect of age was held constant and the focus was upon the 35- to 44-year-old group in each survey period, there was no change in the average experience of any of the race and marital status groups over the four-year period.

Our investigation of the comparative labor force status of respondents during the 1967 to 1969 and 1969 to 1971 periods yielded an additional finding of considerable importance. For the most part, the entry rates of black women in all marital status categories (except the never-married) declined substantially between the two periods. In light of the decline in the level of economic activity which also occurred during this time, the possibility of a discouragement effect is consistent with these findings and further investigation of this possible relationship appears to be warranted.

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CHAPTER III

FACTORS IN CAREER ORIENTATION AND OCCUPATIONAL STATUS

by

Herbert S. Parnes and Gilbert Nestel[*]

It is symptomatic of the historical social role of women and of their position in the labor market that studies of career patterns, occupational status, and occupational mobility have tended to focus on men rather than women.[1] Studies of these topics have frequently stemmed from an interest in social stratification, and the socioeconomic status of a family has generally been perceived to flow from the position of the husband rather than from that of the wife.[2] Thus, the classic study of The American Occupational Structure by Blau and Duncan was concerned exclusively with men.[3] In his volume on The Psychology of Careers Donald Super pointed out that women's careers had not been systematically studied as had men's, and although he offered a classification system, it had no empirical content.[4] Most of the work that has subsequently been done on career patterns of women has either defined careers solely in terms of extent of work activity without reference to occupation, or has focused on relatively small and homogeneous samples of women--principally those with college educations.[5]

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[*] We are indebted to Steven H. Sandell, Randall King, Randall Reichenbach, and Scott Sutton for their collaboration in developing the career status variable. We wish also to acknowledge the faithful research assistance of Randall King, Malcolm Rich, and Shu-O Yang.

[1] See Psatha (1968), p. 267. A very recent exception is a study which utilizes the NIS data base to compare the process of status attainment for women and men. See Treiman and Terrell (1975).

[2] However, for a demonstration that family socioeconomic status is inadequately measured by husband's characteristics alone, see Haug (1973), pp. 86-98.

[3] Blau and Duncan (1967).

[4] Super (1957), pp. 76-79.

[5] As examples of the former, see Vetter and Stockburger (1974) and Mulvey (1963). For examples of studies utilizing an occupational dimension, albeit with restricted samples of highly educated women, see Stone and Athelstan (1969) and Harmon (1970). For an early study of occupational attachment patterns that included both women and men (although with greater emphasis on the latter) see University of Pennsylvania Industrial Research Department (1953).

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In view of the increasing labor force participation of women, as well as their entrance into fields of activity formerly reserved almost exclusively for men, it is important to know more than we currently do about the patterns of occupational stability and occupational change that characterize their work lives and about the factors that are related to their occupational status. This chapter addresses itself to some of these issues by examining several aspects of the work experience of the women from the time they left school until the time of the 1972 interview. Specifically, the study has two major objectives. The first is to ascertain the correlates of a "career status" among women as evidenced by the pursuit of a single occupation or group of related occupations during a substantial portion of their working lives. The second is to identify the determinants of occupational status at several points in their work lives: (1) upon leaving school, (2) at the time the National Longitudinal Surveys began in 1967, and (3) at the time of the 1972 survey. The following section relates to the factors in career orientation. Section II explores the determinants of occupational status. In the final section the major findings of the study are summarized.

I FACTORS IN CAREER ORIENTATION

The term "career" has been used in at least two different senses. In one of these it means substantially the same thing as an individual's total work history. From this point of view, one may speak of a stable or an unstable career depending upon the extent of the individual's attachment to the labor market and/or the consistency of occupational assignment.[6] In another sense the term may be used to refer to a particular type of work history--i.e., one in which there has been substantial attachment to the labor force and in which there has been a rather firm commitment to a given occupation or type of work, or at least a rather orderly progression up an occupational hierarchy.[7] It is in this sense that the term "career" is used in the present study.

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[6] See Form and Miller (1948).

[7] See University of Pennsylvania Industrial Research Department (1953), pp. 11-16. See also, Robert Dubin (1958), p. 276, who says, "An occupational career is the succession of related jobs filled by an individual. The jobs are held in an ordered series, and there is some kind of real relationship among them. Some individuals start in a line of activity which carries on for the rest of their lives . . . There is a great deal of difference between work and a career. Work is the acceptance of employment with the primary objective of securing the income it provides. Each job is viewed as an isolated interval in the process of earning an income. The entrance on a career carries with it a whole series of future expectations extending through the effective lifetime of the individual."

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Criteria of Career Orientation

Since the degree of stability manifested by women's work histories constitutes a continuum, their dichotomization into those that represent "careers" and those that do not is necessarily somewhat arbitrary. Our criteria for a career status involve two facets of previous work experience: (1) extent of employment experience and (2) pattern of occupational assignment. To qualify as having a "career," a woman first must have worked for six months or more in at least three-fourths of the years that elapsed between leaving school and 1967, and must also have been employed in at least three-fourths of the weeks between the 1967 and the 1972 interviews.[8] Second, a "career" woman must have been in the same three-digit occupational category or in related categories during all jobs for which information was collected in the several surveys.[9] In deciding whether a given pattern of occupational assignments constituted a career, consideration was given not only to the occupational titles themselves, but to the amounts of time served in each and to the recency of the assignment.[10]

On the basis of these criteria, 11 percent of women in the age category under consideration had established careers as of 1972--10 percent of the whites and 14 percent of the blacks (Appendix Table 3A-1). The

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[8] A smaller number of weeks (viz., 135) has been required for women who were school teachers at the time of the 1967 survey. The reason is that school teachers frequently report the summer vacation period as weeks out of the labor force.

[9] For never-married women with no children, these are the first job after leaving school at which the woman worked six months or longer, the longest job she ever held, and the job she held in each survey week in which she was employed. For ever-married women with no children, the relevant jobs are the following: longest job between school and first marriage; longest job between first marriage and 1967; and jobs held in the survey weeks in which the woman was employed. For ever-married women with children, the relevant jobs are the longest between school and marriage; the longest between marriage and first child; the longest between first child and 1967; and those held in the survey weeks in which the woman was employed. Never-married women with children are represented by only a handful of sample cases, and have been eliminated from the analysis.

[10] A description of the guidelines and coding procedure used to differentiate between "career" and "noncareer" women, as well as some illustrative cases, are presented in the Appendix to this chapter.

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proportion who met the time criteria but not the occupational criterion was 17 percent--15 percent of the white women and somewhat over a fourth of their black counterparts. Of the women who were employed in 1972, professional and clerical workers were the most likely to have pursued careers; seven out of ten "career" women were in these two occupational categories as compared with almost half of all employed women (Appendix Table 3A-2).

Significance of "Career"

From the foregoing description of the criteria that have been used and from the illustrations shown in the Appendix to the chapter, it will be evident that having had a "career" is not necessarily a rewarding and self-fulfilling experience for a woman. Women may work continuously as the result of financial need as well as personal choice; moreover, so far as consistency of occupational assignment is concerned, a woman can be "trapped" in a career as well as having freely and consciously pursued it. In interpreting our findings it must be borne in mind that the black woman with five years of education who has spent all her life as a domestic servant is as much a "career" woman in the context of this study as the white college graduate who has moved up the ranks from reporter to editor on a metropolitan daily newspaper.

Method of Analysis

In a retrospective analysis of career orientations of women there are many variables for which the direction of causation is by no means clear. For example, if educational attainment is shown to be positively related to the likelihood of a woman's having had a career, this may mean that education stimulates as well as facilitates the pursuit of a career; however, it may mean merely that a prior career aspiration induces a woman to pursue additional education. Similarly, if a favorable attitude on the part of a woman's husband toward her labor market activity is found to be related to the likelihood of her having pursued a career, this may indicate only that her desire for a career led her to select a husband with compatible attitudes. Thus, we make no pretense of presenting a causal model. Rather, on a largely intuitive basis we have sought to identify the characteristics of a woman that are correlated with the likelihood of her having pursued a career as that term has been defined above.

Since we are interested in the net relationship between each explanatory variable and the likelihood of career orientation, we use a multivariate method of analysis--specifically, multiple classification analysis (MCA).[11] This technique allows us to calculate for each category of a particular explanatory variable what the proportion of career women would have been had the members of the category been "average" in terms of all other variables included in the analysis. Differences in these "adjusted" proportions among the various categories of a given variable may be interpreted as indicating the "pure" association of that variable with the likelihood of a career orientation. The dependent variable is dichotomous, with a value of 1 for career orientation and a value of 0 otherwise.[12]

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[11] Multiple classification analysis is identical to the more commonly used multiple regression analysis with all of the explanatory variables expressed in categorical form, which avoids the assumption of linearity. The constant term in the multiple classification equation is the mean of the dependent variable. The coefficient of each category of every explanatory variable represents a deviation from this mean.

In this section of the chapter we focus exclusively on married women who have borne children, for it is among them that alternatives to a labor market career are most likely to exist. Moreover, it has been necessary to confine the analysis further to women who have been married only once and who were living with their husbands at the time of the 1967 interview. The reason is that the characteristics of the women's husbands comprise an important set of explanatory variables, and our measures of these characteristics relate to the man to whom the respondent was married in 1967.

MCA Results: Career Status

The MCA results are shown in Tables 3.1 to 3.4.[13] It should be clearly understood that these four tables are presenting the results of only one MCA. The explanatory variables have been classified into four categories and have been presented in four separate tables for convenience, but they have all been entered in the same MCA. Thus, the adjusted proportions for each variable reflect the effects of all of the other variables shown in all four tables. Only 7 percent of the married

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[12] Because we were interested in knowing whether the additional criterion of occupational consistency makes the explanation of career orientation any different from what it would be if based solely on the criterion of continuity of employment ("strong attachment" to labor market), we ran the same MCA with the dependent variable based only on extent of employment experience ("1" if 75 percent work attachment, "0" otherwise). The results were basically similar in pattern to those for career orientation. Also, in order to ascertain whether our explanatory variables are related to consistency of occupational assignment for women who have strong attachment to the labor market, we also ran an MCA using a dichotomous variable where a respondent was coded "1" if she met the occupational criterion for career status and "0" otherwise. The universe was confined to women who met the employment experience criterion. On the basis of an F-test, this MCA did not yield a significant fit.

[13] We originally stratified the MCA by race. The results of a Chow test indicated no significant differences between blacks and whites in the slopes of the explanatory variables. Accordingly, only the pooled results are presented, with race included as an explanatory variable.

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women who had ever borne (or adopted) children qualify as "career" women. Controlling for other factors, there is no difference in this proportion either by race or by age (Table 3.1).

Family background factors (Table 3.1) Among the family background factors whose relationship to career status we have examined,[14] only location of residence and work status of mother when respondents were teenagers bear a substantial relationship to the likelihood of a career orientation. Women who in their teens had working mothers were more likely to develop careers than those whose mothers had not worked, which suggests the importance of role models in the formative years. The relationship is particularly strong among those women who were living only with their mothers, although it is discernible also among those with both parents in the household. There is an inverse relationship between size of community and likelihood of career status. Women who at age 15 lived in rural areas were twice as likely as those in large cities to pursue careers. The reason for this relationship is not entirely clear, but may reflect a stronger work ethic among the population in rural areas and small towns.[15]

Educational and training characteristics as of 1967 (Table 3.2) There is a fairly regular positive association between educational attainment and the likelihood of a career, similar to that which has been documented in the case of current labor force participation.[16] There are also differences according to college curriculum: graduates of liberal arts programs are less likely to pursue careers than those with degrees in education; graduates of other professional programs have the highest career rates.

Other things equal, career women are considerably more likely than noncareer women to have had concentrated programs of training outside the regular school system. However, for training to make a difference in this regard it must have been of reasonably long duration. There is little or no difference in career rates between those with no training, those with training under one year in duration, and those whose training was in two or more programs. However, among women with training in a single program that lasted at least a year, the career rate is twice as high as for other

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[14] Nationality and Census region of birth were included in earlier MCA runs, but showed no systematic relationship with likelihood of a career.

[15] The explanation is unlikely to lie in their pattern of activity while residing in rural areas, since labor force participation rates for married women are lower in rural than in urban areas. See Bowen and Finegan (1969), p. 204.

[16] Bowen and Finegan (1969), p. 117.

Table 3.1 Unadjusted and Adjusted[a] Proportions of Married[b] Career Women, by Race, Age and Selected Aspects of Family Background

MCA results (F-ratios in parentheses)

Characteristic	Number of respondents	Unadjusted percent	Adjusted percent
Total or average (4.90**)	2,164	6.6	6.6
$\bar{R}^2 = 0.080$			
Age (0.09)			
35-39	687	5.5	6.3
40-44	708	7.0	6.7
45-49	769	7.2	6.8
Race (0.02)			
Whites	1,735	6.5	6.6
Blacks	429	8.6	6.4
Family structure at age 15 (3.03**)			
Respondent lived with father and mother			
Mother worked	487	9.8	9.8
Mother did not work	1,119	5.8	5.6
Respondent lived with mother only			
Mother worked	153	8.1	8.1
Mother did not work	65	0.9	1.9
Other	310	5.8	6.8
NA	30	1.7	1.4
Nature of residence at age 15[c] (4.84**)			
Rural	720	9.5	9.5
Town or small city	665	6.5	6.3
Large city or suburb	774	4.6	4.8
Education of father (1.56)[d]			
Under 12 years	1,242	7.2	7.0
12 or more years	443	5.4	5.0
NA or DK	479	6.3	7.3

** Significant at $\alpha \leq .01$.

[a] Percentages are adjusted for the effects of all the explanatory variables shown in Tables 3.1 to 3.4.

[b] Women married only once (currently living with their husbands) who have had children.

[c] A small number of cases for which information on the variable was not ascertained were included in the analysis but are not reported.

[d] Or head of household if respondent did not live with father at age 15.

Table 3.2 Unadjusted and Adjusted[a] Proportions of Married[b] Career Women, by Educational and Training Characteristics

MCA results (F-ratios in parentheses)

Characteristic	Number of respondents	Unadjusted percent	Adjusted percent
Years and type of schooling (3.42**)			
0-8	310	5.9	4.7
9-11	437	4.2	4.1
12, vocational, commercial	534	6.2	7.0
12, other	493	5.7	5.9
13-15	199	7.2	8.0
16+, liberal arts	55	9.6	9.5
16+, education	75	17.2	12.1
16+, other	61	17.2	16.6
Training[c] (4.30**)			
None	1,423	6.2	6.1
One program			
Under 1 year	474	6.1	6.2
1 or more years	127	13.4	13.4
Two or more programs	121	4.8	4.6
Certification for trade or profession[c] (6.81**)			
Yes	318	14.6	10.9
No	1,841	5.2	5.9

** Significant at $\alpha \leq .01$.

[a] Percentages are adjusted for the effects of all the explanatory variables shown in Tables 3.1 to 3.4.

[b] Women married only once (currently living with their husbands) who have had children.

[c] A small number of cases for which information on the variable was not ascertained were included in the analysis but are not reported.

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women. Possession of a certificate to practice a trade or profession also increases substantially the probability of career status.

Health condition and attitude toward market work as of 1967 (Table 3.3) We had expected that women with health problems affecting work--especially those of long duration--would be less likely to have established careers than those without such limitations. However, the career rates for the several health categories shown in Table 3.3 are too irregular to provide support for this hypothesis. We also hypothesized that careers would be more prevalent among women with "liberated" views on the propriety of labor market activity by mothers. This relationship does appear to prevail: career rates vary monotonically according to the degree to which the woman expresses favorable attitudes toward working mothers. Needless to say, given that the women's attitudes were measured as of 1967, we do not know whether they have determined, or are merely reflective of, the work histories.

Marital and family characteristics as of 1967 (Table 3.4) In the light of their roles as wives and mothers, one expects the extent and character of women's labor market activity to vary according to a number of marital and family characteristics. Not surprisingly, single women and chidless married women are more likely to have careers than the group under consideration here: the respective proportions are approximately one-half, one-third, and 7 percent. But even among married women with children, career status may be expected to vary according to such factors as the number and spacing of the children a woman has borne, the earning capacity of her husband, and the husband's attitude toward his wife's working. These kinds of relationships are shown in Table 3.4.

Career rates among women with only one child are well over twice as high as among those with three or more children. Moreover, among those with more than one child, career rates appear to rise as the average number of years between children increases. The possibility of using siblings as baby sitters may account for this relationship.

Other things being equal, the extent of a woman's labor market activity should be inversely related to her husband's income. Although we have no direct measure of husband's income over the period of his marriage to the respondent, a good proxy is his educational attainment. While career rates do appear to be inversely related to level of education of husband, the relationship does not achieve statistical significance. The expected relationship between husband's health and the likelihood that his wife will have a career is clearly discernible in the data. Women whose husbands have health conditions affecting their work are almost half again as likely as other women to have had careers.

Of all the marital and family characteristics that have been investigated, the one that bears the most pronounced relationship with career status is the respondent's perception of her husband's attitude toward her working in the labor market. Career status declines monotonically as husband's attitude becomes less favorable, and is only

Table 3.3 Unadjusted and Adjusted[a] Proportions of Married[b] Career Women, by Health Condition and Attitude toward Market Work

MCA results (F-ratios in parentheses)

Characteristic	Number of respondents	Unadjusted percent	Adjusted percent
Health condition and duration (0.98)			
Does not affect work	1,832	6.9	6.8
Affects kind, amount or prevents work			
Under 5 years	140	4.0	4.4
5 or more years	166	5.0	5.4
NA	26	13.9	11.5
Attitude toward market work[c] (2.89*)			
Favorable	579	11.1	9.2
Ambivalent	882	6.8	6.2
Unfavorable	700	3.2	5.3

* Significant at $\alpha \leq .05$.

[a] Percentages are adjusted for the effects of all the explanatory variables shown in Tables 3.1 to 3.4.

[b] Women married only once (currently living with their husbands) who have had children.

[c] A small number of cases for which information on the variable was not ascertained were included in the analysis but are not reported.

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one-seventh as prevalent among women who state that their husbands dislike very much the idea of their working as among those who report favorable attitudes. Needless to say, one cannot be certain from these data to what extent women are responsive to the actual attitudes of their husbands and to what extent their perceptions of these attitudes are influenced by their behavior.

II OCCUPATIONAL STATUS

In this section of the paper we turn our attention to the factors determining a woman's relative position in the occupational hierarchy at various points in her work life. Because of its obviously important influence on occupational assignment, we first investigate the determinants

Table 3.4 Unadjusted and Adjusted[a] Proportions of Married[b] Career Women, by Selected Marital and Family Characteristics

MCA results (F-ratios in parentheses)

Characteristic	Number of respondents	Unadjusted percent	Adjusted percent
Number of years between school and marriage (0.23)			
Under 2 years	1,146	7.0	6.4
2 or more years	1,018	6.2	6.9
Education of husband (2.46)			
Under 12 years	836	7.4	8.2
12 years	678	5.5	5.8
13 or more years	532	6.4	5.3
NA	118	11.3	9.9
Husband's attitude toward wife's working (13.00**)			
Favorable	804	12.1	11.0
Undecided	409	7.8	7.6
Somewhat unfavorable	397	4.8	5.0
Very unfavorable	507	0.0	1.6
NA	47	3.4	2.9
Husband's health condition[c] (3.24*)			
No effect on work	1,879	6.1	6.3
Prevents or limits work	281	9.7	9.0
Number and spacing of children (5.74**)			
One child			
Less than 3 years from marriage	67	16.0	15.2
3 or more years from marriage	109	12.8	11.9
2 children			
Average spacing less than 3 years	202	7.5	6.4
Average spacing 3 or more years	363	10.0	9.7
3 or more children			
Average spacing less than 3 years	829	3.9	4.2
Average spacing 3 or more years	518	5.8	6.6
NA	76	1.9	0[d]

* Significant at $\alpha \leq .05$.

** Significant at $\alpha \leq .01$.

[a] Percentages are adjusted for the effects of all the explanatory variables shown in Tables 3.1 to 3.4.

[b] Women married only once (currently living with their husbands) who have had children.

[c] A small number of cases for which information on the variable was not ascertained were included in the analysis but are not reported.

[d] Adjusted percentage was negative.

of the amount of education a woman has achieved. Next, controlling for education, we identify the factors affecting the occupational status of the first job she held after leaving school. Third, controlling for occupational status of first job we seek the determinants of the woman's occupational status as of the time of the initial interview in 1967. Finally, with 1967 occupation controlled, the factors associated with variations in occupational status as of 1972 are explored. The third and fourth steps in this investigation amount to an inquiry into the correlates of vertical occupational mobility up to 1967 and over the five-year period covered by the surveys.

Method of Analysis

Each of these four dependent variables has been examined by means of multiple regression analysis. To guarantee that the several stages in the work life under investigation relate to the same set of women, we have confined the universe for each of the four regressions to respondents who were employed in the survey weeks of 1967 and 1972 and for whom information was available for all of the variables in each of the regressions.[17] It should be borne in mind, however, that in another respect the population of women under consideration in this section is broader than in the preceding section, including childless married and never-married women as well as married women with children. A total of 1,245 respondents are included in the analysis.[18] The status measure that has been used to indicate a woman's relative position in the occupational hierarchy is the Bose Index of Occupational Prestige.[19] This measure has the presumed advantage over the widely used Duncan Index of having been developed with respect to female rather than male incumbents of the Census occupational categories.[20]

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[17] There are three exceptions to this generalization: father's education, father's occupational status, and mother's education. To have eliminated from the universe respondents for whom information on one or more of these variables was lacking would have reduced the sample size by about 500 cases. Consequently, these three variables have been used in categorical rather than continuous form, with an NA category included. Another restriction on the universe in addition to those mentioned in the text is the exclusion of never-married women with children, of whom there are too few for meaningful analysis.

[18] Preliminary analyses, stratified by race, revealed no significant interaction between race and the other explanatory variables in any of the regressions except for occupational status in 1972. Because we had no reasonable explanation for why there should have been an interaction in the case of 1972 job but not in the others, pooled data were used in all the regressions, with race as one of the explanatory variables.

[19] See Bose (1973).

[20] But for a different view, see Treiman and Terrell (1975), p. 176.

In developing the analysis, we have been substantially influenced by the study by Blau and Duncan of the determinants of the occupational status of American males.[21] They employed a basic model in which four variables were used to predict a male's occupational status as of 1962: father's education, father's occupation, respondent's education, and respondent's first job. Path analysis permitted the authors to ascertain both the direct and indirect effects of explanatory variables on the dependent variable. To illustrate, they were able to address the question whether father's occupation affected respondent's first job solely through its influence on the amount of education he received (indirect effect) or whether it was related to the status of respondent's first job even with respondent's education controlled (direct effect). This model was then expanded to inquire whether other characteristics--e.g., race, sibling position, and farm background exerted independent effects upon occupational status.

Although we do not use path analysis, we are able to identify the existence of direct and indirect effects of variables by the order in which we force their entrance into a step-wise multiple regression analysis. To illustrate, the education of respondent's father is one of the variables used to explain respondent's educational achievement. The latter, in turn, is obviously an important variable in explaining the relative status of respondent's first job. In the regression analysis of first job, the education of respondent's father is introduced after respondent's education. To the extent that the former variable is statistically significant, one can conclude that the socioeconomic status of family of origin (i.e., father's educational attainment) exerts a direct influence on the occupational status of respondent's first job over and above its indirect effect through respondent's education.

To take another illustration, we hypothesize that respondent's job status in 1967 will be directly related to the extent of her work experience since leaving school. Moreover, in analyzing the status of 1972 job, we control for status of 1967 job and introduce the pre-1967 work experience variable after a variable measuring work experience between 1967 and 1972. This permits us to ascertain whether extent of labor force participation prior to 1967 affects status in 1972 only by virtue of its effect on 1967 job (indirect) or whether it has an additional (direct) influence on 1972 status. To describe this example somewhat differently, the approach we have taken permits us to ascertain whether vertical mobility between 1967 and 1972 is affected only by work experience between the two dates, or whether prior work experience continues to exert an influence.

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[21] Blau and Duncan (1967).

Educational Attainment

Table 3.5 presents the results of regressing years of school completed by respondents on a number of explanatory variables.[22] These factors explain about a fourth of the total variance in educational achievement among women in the sample. It is evident that father's education, mother's education, and father's occupation[23] all exercise independent effects upon the amount of education that women in their thirties and forties have received, although the relationships are not perfectly regular. All of these variables, of course, represent facets of the socioeconomic status of the family of origin and have doubtless conditioned the educational achievement of the respondents both by affecting the amount of education they could afford and the amount that they desired. It is noteworthy that the coefficients for most of the categories of mother's education remain significant even with father's education and occupation in the regression. This suggests the influence of the mother as a role model in conditioning the educational aspirations of her daughter.[24]

It is interesting to note that although the gross difference in years of schooling between white and black women is eight-tenths of a year on average, the coefficient of the race variable is only one-tenth of a year and comes nowhere near being statistically significant. Thus, the data are consistent with the belief that the years-of-schooling difference between white and black women of this generation is explained exclusively by differences between the two races in characteristics determining educational attainment. In the step-wise regression, the size of the coefficient for race dropped substantially when father's education was introduced, and dropped still further in the last step when father's occupation entered the regression.

The historical trend toward higher levels of education is reflected in the fact that a woman in her late forties, other things equal, has an average of three-tenths of a year less education than a woman in her early forties. There is no statistically significant difference, on the other

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[22] The order in which the variables appear in the stub of the table is the order in which they were introduced into the step-wise regression program. Thus although the table shows only the results of the final step, we were able to observe, for example, the coefficients for father's education both before and after education of mother was added.

[23] For ease of expression we refer to this variable as "father's occupation," although for those respondents whose fathers were not a part of the household when respondent was 15 years old the occupation reported is that of head of household.

[24] Cf. Treiman and Terrell (1975), p. 177.

Table 3.5 Net Relationship between Number of Years of School Completed and Selected Characteristics of Respondents

Regression results[a] (t-ratios in parentheses)

Explanatory variable[b]	Regression coefficient[b]	
Race		
Black	-0.1	(-0.47)
Age		
35-39	-0.03	(-0.16)
45-49	-0.3	(-2.24)*
Marital and family status		
Ever-married, no children	0.2	(1.10)
Never-married, no children	1.3	(4.74)**
Family structure at age 15		
Living with mother only	-0.5	(-1.90)*
Living with father only or with other relative or nonrelative	-0.6	(-3.02)**
Nature of residence at age 15		
Rural	-0.3	(-2.33)**
Education of father[c]		
0-5 years	-1.2	(-4.67)**
6-8 years	-0.6	(-2.50)**
9-11 years	-0.1	(-0.18)
13-15 years	-0.1	(-0.11)
16+ years	0.9	(2.37)**
NA	-1.4	(-5.79)**
Occupation of head of household when respondent was 15 (Duncan index)		
0-40	-0.7	(-2.92)**
61-99	0.5	(1.91)*
NA	-0.4	(-1.18)
Education of mother		
0-5 years	-1.1	(-3.78)**
6-8 years	-0.1	(-0.46)
9-11 years	-0.3	(-1.18)
13-15 years	0.9	(2.70)**
16+ years	0.3	(0.56)
NA	-0.6	(-2.54)**
Constant	13.3	(44.95)**
$\bar{R}^2$	0.243	
F-ratio	18.35**	
Number of sample cases	1,245	

* Significant at $\alpha \leq .05$, 1-tail test.

** Significant at $\alpha \leq .01$, 1-tail test.

[a] For description of universe, see text, p. 68.

[b] Regression coefficient indicates the deviation in years of schooling of the indicated category of respondents from the reference group--i.e., the omitted category. For example, the reference group for race is white women; for family structure at age 15, it is women who were living with both parents; for marital and family status, it is ever-married women with children (never-married women with children are excluded from the universe).

[c] Or head of household if respondent did not live with father at age 15.

hand, between women in their late thirties and those in their early forties. Other things equal, women whose formative years were spent in rural areas and also those who grew up in "broken" homes have suffered educational disadvantages. The negative coefficient for rural residence at age 15 is three-tenths of a year. Relative to women who as teenagers lived with both parents, those without one or both parents in the household completed about half a year less school.

Finally, it is of interest to observe that women who had never married (and had borne no children) had a highly significant 1.3 year educational advantage over women who married and had children. On the other hand, the difference between married women with and without children is much smaller and not statistically significant. These relationships suggest that the educational disadvantage of married women relative to the never-married cannot be explained primarily by the necessity of dropping out of school when children arrive. It may reflect discontinuation of education in order to assume the role of housewife. However, it may also simply reflect differences in career aspirations. That is, at least in the generation under consideration, girls in their teens with strong orientations toward careers in the labor market are probably more likely than other girls to have pursued additional education and are probably also less likely ever to have married.

Occupational Status of First Job

The data in Table 3.6 are aimed essentially at answering two major questions. First, do the factors that determine the educational attainment of women exercise additional effects upon initial occupational assignment, or is their influence on occupational assignment indirect, operating only through their effect on education? Second, is the racial difference in occupational status of the jobs respondents took after leaving school explained by the difference between whites and blacks in number of years of schooling and/or other characteristics that we have been able to measure, or is the evidence consistent with the hypothesis of labor market discrimination?

By and large, the answer to the first of these questions is that the family background factors influence initial occupational assignment almost exclusively--although not entirely--via their effect upon education. When respondent's education entered the regression at the third step, the adjusted R^2 rose from 7 percent to 50 percent, and the addition of the remaining variables raised the adjusted R^2 only 2 additional percentage points. Nevertheless, the evidence suggests that even when respondents' education is controlled, those whose mothers were college graduates entered higher status jobs after leaving school than those women whose mothers had less education. It might also be mentioned that prior to the entry of mother's education into the regression, the coefficient for the college-graduate category of father was also significant at the 5 percent level. The high collinearity of the two variables prevents one from assessing their independent effects. There is also some evidence that father's occupation makes a difference, although in this case the pattern

Table 3.6 Net Relationship between Occupational Status[a] of Respondents' First Job and Selected Characterstics of Respondents

Regression results[b] (t-ratios in parentheses)

Explanatory variable[c]	Regression coefficient[c]	
Race		
Black	-8.5	(-9.17)**
Age (1972)		
35-39	-0.6	(-0.72)
45-49	-0.7	(-1.00)
Education of respondent (in years)	3.7	(27.84)**
Marital and family status		
Ever-married, no children	3.1	(2.98)**
Never-married, no children	0.2	(0.19)
Family structure at age 15		
Living with mother only	0.7	(0.58)
Living with father only or with other relative or nonrelative	1.4	(1.47)
Nature of residence at age 15		
Rural	-0.7	(-0.99)
Education of father[d]		
0-5 years	-0.1	(-0.05)
6-8 years	0.4	(0.40)
9-11 years	0.8	(0.64)
13-15 years	1.8	(0.98)
16+ years	-0.1	(-0.03)
NA	1.5	(1.30)
Education of mother		
0-5 years	-1.9	(-1.42)
6-8 years	-2.2	(-2.15)*
9-11 years	0.2	(0.17)
13-15 years	-2.8	(-1.75)*
16+ years	4.5	(2.18)*
NA	-2.1	(-1.79)*
Occupation of head of household when respondent was 15 (Duncan index)		
0-40	-3.2	(-3.09)**
61-99	-2.3	(-1.94)*
NA	-2.3	(-1.60)
Constant	6.6	(2.97)**
$\bar{R}^2$	0.517	
F-ratio	56.43**	
Number of sample cases	1,245	

continued on next page.

Table 3.6 continued.

* Significant at $\alpha \leq .05$, 1-tail test.
** Significant at $\alpha \leq .01$, 1-tail test.
a As measured by Bose Index of Occupational Prestige. For description, see text.
b For description of universe, see text, p. 68.
c Regression coefficient indicates the deviation in occupational status of the indicated category of respondents from the reference group, i.e., the omitted category. See footnote b, Table 3.5. For continuous explanatory variables (e.g., respondents' educational attainment) regression coefficient indicates its average change in Bose Index associated with a one unit change in the explanatory variable (e.g., one year in the case of education).
d Or head of household if respondent did not live with father at age 15.

is perplexing. Women whose fathers were in occupations in the lowest status category took first jobs significantly lower on the occupational ladder than the daughters of men in the intermediate category. However, the coefficient for the highest status category is also negative. Neither coming from a rural background nor growing up in a broken home has an effect on occupational assignment over and above that which occurs through an influence on education.

With respect to the second question posed above, it is clear that the racial difference in initial occupational assignment does not melt away when respondent's education and other explanatory variables are introduced. The 12-point gross differential between blacks and whites in the Bose Index of first job declines only to 8.5 points when other factors are controlled, and over 80 percent of this drop is attributable to the introduction of the variable measuring respondent's education. While this obviously is not conclusive evidence of the existence of labor market discrimination when the women under consideration were leaving school, it is entirely consistent with that interpretation.

The behavior of the marital status variable is intriguing. Women who in 1967 were classified as "ever-married without children" had significantly higher-status first jobs than "ever-married women with children," suggesting that the freedom from the actual care of or the expectation of children permitted the former group to seek and get better jobs than the latter, other things being equal. The trouble with this explanation, however, is that it seems at first blush to be at odds with the fact that the never-married women--who are also without children--took first jobs that were not significantly different from those taken by women who were (or became) mothers, and that, by implication, had lower status than those of the ever-married women with no children. This seems especially strange in view of the career-orientation hypothesis that has previously been offered to explain the higher educational attainment of the never-married group.

On reflection, however, the paradox disappears, especially in light of data contained in Table 3.7 which show that the never-married improved their occupational status between first job and 1967 job to a greater extent than the other two marital status groups even when all other relevant factors are controlled. What all this may mean is that the never-married, precisely because of their stronger career orientations, were more likely than the other groups to take initial jobs with above-average opportunities for on-the-job training but with lower initial status than other jobs without such opportunities for which they could have qualified.

Occupational Mobility: First Job to 1967 Job

The regression results reported in Table 3.7 may be viewed as indicating the determinants of relative vertical occupational movement between first and 1967 job, since the Bose Index of 1967 job is the dependent variable while the Bose Index of initial job is included as a

Table 3.7 Net Relationship between Occupational Status[a] of Respondents' 1967 Job and Selected Characteristics of Respondents

Regression results[b] (t-ratios in parentheses)

Explanatory variable[c]	Regression coefficient[c]	
Race		
Black	-2.1	(-2.31)*
Age		
35-39	-0.8	(-1.07)
45-49	-1.7	(-2.45)**
Occupational status of first job (in Bose index values)	0.4	(14.75)**
Education of respondent as of 1967 (in years)	1.9	(11.74)**
Marital and family status		
Ever-married, no children	-0.5	(-0.43)
Never-married, no children	2.8	(2.20)*
Work experience prior to 1967 (in years)[d]	0.01	(0.64)
Training prior to 1967	1.7	(2.74)**
Health of respondent[e]		
No health problems affecting work		
Health good	-0.9	(-1.34)
Health bad	0.2	(0.14)
Health problems affecting work		
Less than 5 years	-2.9	(-2.00)*
5-9 years	-1.0	(-0.44)
10+ years	-3.4	(-1.97)*
Tenure on 1967 job		
Less than 1 year	-1.9	(-1.64)*
1-2 years	-1.8	(-2.04)*
3-5 years	-0.8	(-0.82)
11-15 years	1.3	(1.24)
16+ years	-0.5	(-0.39)
Nature of residence in 1967		
Rural	-0.9	(-1.38)
Education of father[f]		
0-5 years	-1.5	(-1.37)
6-8 years	-0.8	(-0.82)
9-11 years	1.5	(1.22)
13-15 years	0.4	(0.22)
16+ years	-0.1	(-0.08)
NA	-1.3	(-1.28)
Constant	8.7	(4.10)**
$\bar{R}^2$	0.548	
F-ratio	59.04**	
Number of sample cases	1,245	

Continued on next page.

Table 3.7 continued.

* Significant at $\alpha \leq .05$, 1-tail test.
** Significant at $\alpha \leq .01$, 1-tail test.
a As measured by Bose Index of Occupational Prestige. For description, see text.
b For description of universe, see text, p. 68.
c Regression coefficient indicates the deviation in occupational status of the indicated category of respondents from the reference group, i.e., the omitted category. For example, the reference group for race is white women; for marital and family status, it is ever-married women with children (never-married women with children are excluded from the universe). For continuous explanatory variables, see footnote c, Table 3.6.
d Number of years in which respondent worked six months or more.
e Reference group is respondents with no health problems affecting work who rate their health as excellent.
f Or head of household if respondent did not live with father at age 15.

control variable. That is, a positive coefficient for a particular explanatory variable (other than Bose Index of initial job) suggests that women with that characteristic tended to improve their occupational position relative to that of other women over the period. In interpreting the regression coefficients, it is useful to keep in mind that the mean value of the Bose Index for 1967 was less than two points higher than that for initial job--47.1 versus 45.4.

To begin with, it is hardly surprising that the single best predictor of occupational level in 1967 is the woman's occupational status in her first job. When that variable entered the regression at the second step, the adjusted R^2 rose from 4 percent to 47 percent. The addition of all the remaining variables increased the explained variance by only 8 percentage points. Number of years of school completed by the respondent, in addition to being the principal determinant of the occupational level of her first job, exerts a (direct) influence on 1967 job that is independent of initial occupational status. Controlling for initial level, each year of education adds an average of two points to the Bose Index of 1967 occupation. Similarly, women who had received formal training outside the regular school system prior to 1967 were, other things equal, more likely to have moved up the occupational ladder by 1967 than women without such training.

The construction of the health variable perhaps requires a word of clarification. The reference group consists of women who in 1967 reported no health problems affecting work and who rated their health as "excellent." The categories that are compared with this group are those without health problems who rated their health as "good," similar women who rated their health as "fair" or "poor," and three categories of women who reported health problems affecting work ranked according to the duration of those problems as of 1967. Although the pattern is not entirely regular, the coefficients for two of the three categories of women with work-limiting problems are negative and statistically significant. We conclude that the health of a woman has an effect on the likelihood of upward or downward occupational mobility. It must be kept in mind that the total influence of health in this regard is doubtless greater than what these data show, since the investigation excludes women whose health in 1967 precluded their employment.

The work experience variable and the tenure variable were included to test the hypothesis that general and firm-specific work experience would be positively related to the likelihood of vertical mobility. The tenure variable--that is, length of service with the 1967 employer--was expected to be related to occupational level for institutional reasons as well, e.g., the influence of seniority. The work experience variable, expressed in continuous form, measures the number of years since leaving school in which the woman worked six months or longer. While neither of these variables is consistently significant, in view of the interrelationship between them we are reluctant to reject the hypothesis that each is actually related to the likelihood of upward movement.[25]

We have reserved for the end a discussion of the black-white difference in 1967 occupational status, for the behavior of the race variable has to be evaluated in the light of the effects on occupational level of the other explanatory variables. First, it is to be noted that controlling for all of the other explanatory variables, there remains a statistically significant 2.2 point difference in Bose Index in favor of the whites. This means that, net of other factors, the occupational position of black women relative to white women deteriorated over the period between their first jobs and the time of our initial survey of the sample in 1967, a result comparable to that documented by Blau and Duncan in their study of men.[26]

Occupational Mobility: 1967 to 1972

Determinants of occupational status in 1972 are analyzed in Table 3.8 in a manner analogous to that employed in analyzing 1967 status. That is, the Bose Index for the 1972 occupation of respondents is the dependent variable and the Bose Index of 1967 job is used as a control variable. Again, the base year level of occupation is the best single predictor of occupational status at the end of the period and, because the period is so much shorter in this case, it accounts for a much larger portion of the total variance than when the status of 1967 job was the dependent variable. When the 1967 Bose Index was introduced at the second step, the R^2 rose from 4 percent to 70 percent, and the additional variables caused the explained variance to rise only five more points.

The variables relating to experience between 1967 and 1972 fail to show a statistically significant relationship with vertical movement. It is interesting, on the other hand, that experiences that antedated 1967, and whose effects are therefore presumably reflected in the base year value of the Bose Index, continue to manifest an influence on vertical occupational movement over the five-year period. For example, better educated respondents continue to improve their relative positions, and the same is apparently true of women with pre-1967 training, although the variable does not quite achieve significance at the 5 percent level. Moreover, there is also a positive relationship between pre-1967 work experience and improvement in relative occupational position.

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[25] It may be noted that prior to the introduction of the tenure variable into the regression, the positive coefficient of the work experience variable was significant at the 1 percent level (1-tail test).

[26] Blau and Duncan (1967), p. 209.

Table 3.8 Net Relationship between Occupational Status[a] of Respondents' 1972 Job and Selected Characteristics of Respondents

Regression results[b]
(t-ratios in parentheses)

Explanatory variable[c]	Regression coefficient[c]	
Race		
Black	-2.2	(-3.12)**
Age		
35-39	-0.5	(-0.81)
45-49	1.4	(2.69)**
Occupational status of 1967 job (in Bose index values)	0.8	(35.59)**
Education of respondent (in years)	1.0	(9.17)**
Marital and family status		
Not currently married, children	0.4	(0.62)
Ever-married, no children	0.5	(0.62)
Never-married, no children	-0.4	(-0.39)
Training, 1967-1972	-0.2	(-0.46)
Tenure in 1972 job		
Less than 1 year	0.3	(0.23)
1-2 years	0.4	(0.56)
3-5 years	-0.9	(-1.36)
11-15 years	-0.2	(-0.29)
16+ years	0.6	(0.73)
Migrant status		
Stayer	-0.1	(-0.09)
Comparison of health, 1967-1972[d]		
Health problems affect work in both years	-1.4	(-1.10)
Health improved	-0.9	(-1.03)
Health deteriorated	0.5	(0.53)
Work experience, 1967-1972 (in weeks)	0.01	(1.34)
Training prior to 1967	0.7	(1.60)
Work experience prior to 1967 (in years)[e]	0.02	(2.36)**
Constant	-5.1	(-2.33)**
$\bar{R}^2$	0.749	
F-ratio	178.22**	
Number of sample cases	1,245	

Continued on next page.

Table 3.8 continued.

** Significant at $\alpha \leq .01$.

a As measured by Bose Index of Occupational Prestige. For description, see text.

b For description of universe, see text, p. 68.

c Regression coefficient indicates the deviation in occupational status of the indicated category of respondents from the reference group, i.e., the omitted category. See footnote c, Table 3.7. For continuous explanatory variables, see footnote c, Table 3.6.

d Reference group consists of respondents with no health problems affecting work in either year.

e Number of years in which respondent worked six months or more.

Surprisingly, despite the Civil Rights Movement, the trend in the racial differential that has already been documented for the period between first job and 1967 job appears to have continued over the five-year period from 1967 to 1972. That is, the relative occupational position of black women in this age category appears to have deteriorated further. A major portion of the gross differential of 9 points on the Bose Index in favor of whites disappeared when the Bose Index for 1967 was introduced into the regression, but a 2.2 point differential remains even after all the additional variables are included, a difference that is significant at the 1 percent level. At first blush, these results may seem to be at odds with evidence of a diminishing black-white differential in occupational status that other studies have found.[27] However, it must be kept in mind that our sample consists of women in their thirties and forties who were employed in both 1967 and 1972. It would appear that black women in this age category who were more or less continuously employed did not fare as well relative to whites as cross-sectional data for the entire labor force would suggest.

III SUMMARY AND CONCLUSIONS

This chapter has had two interrelated objectives: (1) to ascertain what characteristics of women in their thirties and forties are associated with their having pursued labor market careers and (2) to analyze the determinants of the occupational status of such women at various points in their working lives.

Determinants of Career Status

To be classified as a "career" woman for purposes of this study a woman must have manifested a relatively strong attachment to the labor market and must also have served either in a single occupation or in a group of related occupations. By these criteria only 7 percent of women in their thirties and forties who have ever married and borne children have established careers. In contrast, about half of all childless never-married women have had careers, as have about one-third of ever-married women without children.

Among married women living with their husbands, a number of marital and family characteristics are significantly related to the likelihood of having pursued a career. For example, other things equal, women whose husbands have had health problems are more likely than other women to have established careers. The number and spacing of children have important effects on the likelihood of careers. In multiple-child families, the longer the average number of years between births, the greater the likelihood of career status, perhaps reflecting the greater possibility of using older siblings to provide child care. Finally, attitudinal factors apparently exert an influence. There is a very substantial relation between a woman's perception of her husband's attitude toward her working and the likelihood that she will have established a career. Moreover, her own attitude toward the propriety of labor market activity by married women with children has a significant relationship with whether she has pursued a career.

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[27] See, for example, Freeman (1973), p. 70.

Irrespective of the characteristics of her husband and family, the more education a woman has had the more likely she is to have pursued a career. Moreover, type of education also plays a role; women who have pursued professional programs at the university level are more likely than other university graduates to have had careers. Participation in lengthy training programs outside of regular school also increases the likelihood of a career, as does possession of a certificate or license for the practice of a trade or profession.

Finally, two factors relating to the woman's early home environment are related to the likelihood that she will subsequently establish a career. Women from rural areas and small cities are more likely than those from large cities to have established careers. Whether her mother worked when the respondent was a teenager is also influential; women who had working mothers are more likely than others to have established careers for themselves.

Occupational Status and Occupational Mobility

The single most important influence on the occupational level a woman occupies is the amount of education she has obtained. Our analysis of occupational status, therefore, has begun with an investigation of the determinants of educational attainment and has then focused on the factors affecting the relative occupational status of the woman at three points in her employment history: after leaving school, in 1967 when our surveys began, and in 1972 at the end of the five-year period under investigation.

Educational attainment

The educational attainment and occupational status of her father and the educational attainment of her mother each have an independent influence on the number of years of schooling a woman obtains. All three of these measures are dimensions of the socioeconomic status of her family of orientation. The significant effect of mother's education may also reflect the influence of an educational role model. In addition to these dominant influences, other factors in a woman's background affect the amount of education she gets. Specifically, coming from a broken home or living in a rural area as a teenager has a depressing effect on the amount of education a woman obtains. A woman who by her thirties or forties has not married--other things equal--enjoys a substantial educational advantage over her married counterparts. Although the gross difference in educational attainment between white and black women averages 0.8 years, virtually all of this appears to be explained by differences between the two groups in the characteristics that are related to educational attainment.

Occupational status: first job The position a woman achieves in the occupational hierarchy when she first enters the labor market is substantially determined by the amount of education she has received. Thus, the influence on occupational status of the socioeconomic status of her family of orientation is almost exclusively indirect, operating through its effect on her educational attainment. Nevertheless, there appears also to be a slight direct effect. Specifically, having a mother with a college degree improves the occupational status of a woman even controlling for her own education. The racial difference in occupational status of first job remains when other factors are controlled, suggesting the presence of labor market discrimination when this cohort of women first sought work.

Occupational mobility: first job to 1967 Whether a woman changed her relative position in the occupational hierarchy between her first job and the time she was interviewed in 1967 depends upon a number of factors. Educational attainment, the receipt of training outside the regular school system, and good health are all positively associated with upward movement. Being black, on the other hand, bears a negative relationship with upward movement. In other words, despite the lower positions in which they started their careers, black women in this age group had by 1967 suffered a further deterioration in occupational status relative to white women.

Occupational mobility: 1967 to 1972 None of our measures relating to the five-year period between 1967 and 1972 bears a significant relationship to occupational mobility over that period. On the other hand, factors relating to the period prior to 1967 continued to exert an influence. Better-educated women improved their relative positions during this five-year period as they had previously. Pre-1967 work experience also continued to receive a return in the form of upward movement. Being black continued to create a relative disadvantage; the occupational position of black women relative to white in our sample was lower in 1972 than in 1967.

Conclusion

Whether it is desirable for a married woman with children to have a labor market career is a value-laden question on which there is doubtless disagreement among women (and men) of good will. The evidence presented in this chapter indicates that relatively few such women who are currently in their late thirties and their forties have pursued careers. However, given the strong independent influence that attitudes of both husband and wife appear to exercise on the likelihood that a woman will have pursued a career, there is clearly the possibility of substantial increases in the proportion of career women as attitudes on the "proper" role of women continue to change over time.

The evidence relating to the determinants of the occupational status of working women is from some points of view encouraging. The occupational position of women in the labor market is for the most part the result not of haphazard forces but of precisely those factors that one should expect to be influential and, to a considerable extent, those that operate for men. Indeed, although no evidence on this question has been presented here, the same data base has been used in conjunction with a data set for men to demonstrate that the process of status achievement is essentially the same for women as for men.[28]

Marital status, however, is not only strongly related to the likelihood of a woman's establishing a career, but also has a bearing on her occupational status that is independent of the amount of time she has spent in the labor force. To begin with, women who marry and have children have obtained less education than never-married women with similar backgrounds. Controlling for other characteristics, their initial jobs have status levels no different from those held by never-married women, but they are less likely than the never-married to move up the occupational ladder over time. These findings do not necessarily mean that marriage impedes upward mobility for women with given degrees of attachment to the labor force; the evidence is equally consistent with the hypothesis that a selective process operates such that women with strong career orientations are less likely to marry than those who wish to emphasize other roles.

One aspect of the evidence on occupational status is disheartening. Controlling for all other factors that we have been able to measure, the occupations taken at the beginning of their careers by blacks now in their thirties and forties were lower in the status hierarchy than those taken by whites with comparable characteristics. Moreover, the relative disparity in this respect widened over their careers--even during the half decade between 1967 and 1972. This is an additional reminder that the rather impressive effort in recent years in combatting racial discrimination in the labor market still leaves something to be desired.

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[28] Treiman and Terrell (1975).

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APPENDIX TO CHAPTER III

METHOD OF CODING CAREER STATUS

As has been explained in the text, in order to be classified as a "career" woman, a respondent must have (1) had more than a specified minimum amount of employment since leaving school and (2) had a consistent pattern of occupational assignment. The first of these criteria is completely quantitative and involves no judgment once the criterion is specified. The second criterion, however, is substantially qualitative and is therefore both more difficult to specify and more difficult to apply.

After a careful examination of a random sample of work histories, the following set of guidelines was developed for the careers:

1. If a woman is in the same three-digit occupation in all time periods, she is a career woman.

2. If a woman is in clearly related three-digit occupations in all time periods, she is a career woman. For related occupations, see attached "families of occupations."[1]

3. If a woman is in a series of occupations that are not necessarily closely related but which reflect a movement up the occupational ladder, she is a career woman. Examples: practical nurse to professional nurse; bookkeeper to accountant; clerical n.e.c. to office manager n.e.c.

4. If a woman is in the same three-digit occupation in every time period except for one survey week other than 1972, she is a career woman.

5. If a woman is in the same three-digit occupation in every time period except survey week 1972 she is a possible career woman.

6. When a woman is in the same or related occupation in all periods except the first, she is designated as a career woman unless the period of time in that first occupation amounts to one-third or more of her total recorded work experience.

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[1] See pp. 91-92, below.

7. For ever-married women with children, exactly the same rule as number 6 applies with respect to occupation between marriage and birth of first child and with respect to the job between birth of child and 1967.

8. It is recognized that even with the foregoing guidelines, there will be doubtful cases. Try to code each woman as "career" or "noncareer." However, if you are really undecided, use a third category, "possible career."

9. Where any piece of information is missing that could make a difference according to the foregoing rules, the respondent should be coded NA on this variable.

These guidelines were explained and illustrated in a group session to three graduate students who had had extensive experience with the data. They were then asked to code the work histories independently and to analyze the extent of their disagreement.

In all, there were 581 respondents whose attachment to the labor force was sufficiently extensive to meet the first criterion of having had a career, and it was only this subset of the sample whose patterns of occupational assignment were examined. In slightly under a fifth of these cases the woman was in the same three-digit occupation in all time periods, so that classifying her as a "career" woman was completely straightforward. In an additional 54 percent of the cases the three coders were unanimous in their judgments. Finally, there was another 12 percent of the cases in which two of the coders were agreed and the judgment of the third was not very different, as where two classified a woman as "career" and the third classified her as "possible career" or where two designated a woman as "possible career" and the third called her "noncareer." In these instances, the code assigned by the majority was the one used.

Thus, in only 16 percent of the cases was there a substantial disagreement among the coders as to whether a woman should be classified as "career" or "noncareer." These cases were reviewed and discussed by the three coders jointly, and a resolution of each disagreement was achieved. It was their unanimous judgment that most of the initial disagreements resulted from an oversight on the part of one or another of the coders; that is, their experience led them to believe that careful and literal application of the guidelines would have allowed all but a very small number of the cases to be coded unambiguously and confidently. In the analysis of the data, the small number of cases coded as "possible career" were combined with the "noncareer."

Career Codes for Illustrative Cases Involving Ever-Married Women with Children

Datum	Case 1	Case 2	Case 3	Case 4
Age of respondent	42	37	36	30
Years of school completed	10	12	16	6
Period between school and marriage				
Occupation[a]	typist	medical technician	teacher, secondary	charwoman
Years worked[b]	2	4	1	2
Years elapsed	7	4	1	8
Period between marriage and first child				
Occupation[a]	na	medical technician	secretary	na
Years worked[b]	na	1	3	na
Years elapsed	na	1	4	na
Period between first child and 1967 survey				
Occupation[a]	waitress	medical technician	teacher, elementary	unpaid farm laborer
Years worked[b]	7	7	6	10
Years elapsed	20	13	11	10
Tenure with 1967 employer (years)	3	0	6	10
Occupation in survey week of:				
1967	hairdresser	secretary	teacher, elementary	unpaid farm laborer
1969	hairdresser	practical nurse	teacher, elementary	unpaid farm laborer
1971	steward	med/dent assistant	teacher, elementary	unpaid farm laborer
1972	mgr.,n.e.c.	nurse	teacher, elementary	unpaid farm laborer
Comparative job status, 1967-1972[c]	different	different	same	same
Career status code	noncareer	career	career	career

Table continued on next page.

Career Codes for Illustrative Cases Involving Ever-Married Women with Children continued

Datum	Case 5	Case 6	Case 7	Case 8
Age of respondent	30	42	35	41
Years of school completed	16	12	12	14
Period between school and marriage				
Occupation[a]	stenographer	clerical, n.e.c.	clerical, n.e.c.	bookkeeper
Years worked[b]	na	1	5	6
Years elapsed	2	4	5	8
Period between marriage and first child				
Occupation[a]	stenographer	clerical, n.e.c.	clerical, n.e.c.	hospital attendant
Years worked[b]	na	6	2	3
Years elapsed	2	6	2	6
Period between first child and 1967 survey				
Occupation[a]	stenographer	bookkeeper	clerical, n.e.c.	bookkeeper
Years worked[b]	4	12	5	1
Years elapsed	10	12	9	13
Tenure with 1967 employer (years)	4	17	4	1
Occupation in survey week of:				
1967	payroll clerk	saleswoman	librarian	bookkeeper
1969	payroll clerk	clerical, n.e.c.	secretary	saleswoman, n.e.c.
1971	mgr., n.e.c.	na	library attendant	bookkeeper
1972	bookkeeper	bookkeeper	library attendant	bookkeeper
Comparative job status, 1967-1972[c]	same	different	same	different
Career status code	noncareer	noncareer	possible career	possible career

[a] Longest occupational assignment of longest job in period.

[b] Number of years served in longest job of period.

[c] Indicates whether respondent worked for same employer in 1972 as in 1967.

Families of Occupations

I

802 - Housekeepers, private household
804 - Private household workers (n.e.c.)
821 - Boarding and lodging-house keepers
823 - Chambermaids and maids, except private household
824 - Charwomen and cleaners
832 - Housekeepers and stewards, except private household
834 - Janitors and sextons

II

102 - Farm and home management advisers
111 - Librarians
120 - Musicians and music teachers
180 - Sports instructors
182 - Elementary teachers
183 - Secondary teachers
184 - Teachers (n.e.c.)

III

250 - Buyers and department heads, store
382 - Demonstrators
383 - Hucksters and peddlers
394 - Salesmen and sales clerks (n.e.c.)

IV

150 - Professional nurses
151 - Student professional nurses
185 - Medical and dental technicians
303 - Physicians' and dentists' office attendants
810 - Attendants, hospitals and other institutions
842 - Practical nurses

V

825 - Cooks
830 - Counter and fountain workers
835 - Kitchen workers (n.e.c.), except private household
875 - Waiters and waitresses

VI

651 - Dressmakers and seamstresses, except factory
705 - Sewers and stitchers, manufacturing

105

VII

902 - Farm laborers, wage workers
903 - Farm laborers, unpaid family workers

VIII

000 - Accountants
305 - Bank tellers
310 - Bookkeepers
312 - Cashiers
325 - Office machine operators
333 - Payroll and timekeeping clerks
370 - Clerical and kindred workers (n.e.c.)

IX

341 - Receptionists
342 - Secretaries
345 - Stenographers
360 - Typists
370 - Clerical and kindred workers (n.e.c.)

X

370 - Clerical and kindred workers (n.e.c.)
Any clerical occupation

XI

775 - Operatives and kindred workers (n.e.c.)
Any operative occupation

XII

290 - Managers, officials and proprietors (n.e.c.)
310 - Bookkeepers
342 - Secretaries
370 - Clerical and kindred workers (n.e.c.)
394 - Salesmen and sales clerks (n.e.c.)

XIII

430 - Foremen (n.e.c.)
Any operative category

XIV

815 - Bartenders
875 - Waiters and waitresses

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CHAPTER IV

THE INFLUENCE OF WORK EXPERIENCE AND TYPICALITY OF OCCUPATIONAL ASSIGNMENT ON WOMEN'S EARNINGS

Carol L. Jusenius*

This chapter examines the wage position of women in the American labor force. Its objective is to analyze the impact on women's average hourly earnings of both their levels of human capital and the characteristics of the labor market in which they operate. Within these two broad categories of factors are a myriad of very specific ones. Many have been well researched and their relationship to wage rates has been fully established, e.g., education and region of residence. Others have appeared only recently in the literature on women's earnings, and the evidence of their significance to wage determination is less complete, e.g., historical labor force experience,[1] and occupational segregation (or sex-labelling of occupations).[2]

While the analysis here includes many of these factors, its unique aspect lies in the treatment accorded to two factors about which knowledge is least complete. First, the circumstances under which work experience is an important influence on women's earnings are explored by including a measure of the skill requirement of the occupations in which they are found. In this context the question is whether--all other things being equal--occupations differ in the extent to which they offer rewards for accumulating human capital, specifically, for continuous labor market exposure. The hypothesis is that while continuous work experience is significant in determining wages of women in high skill occupations, it is not significant in determining the wages of women in low skill occupations, _ceteris paribus_. Second, the research tests the impact on wages of sex-labelling of occupations. The expectation is that, all other things being equal, women in "typically female" occupations receive lower earnings than women in "typically male" occupations.

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[1] See Mincer and Polachek (1974); Sandell and Shapiro (1975); and Suter and Miller (1973).

[2] See Bergmann (1974); Edgeworth (1922); Fawcett (1918); Jusenius and Shortlidge (1975); Kohen and Roderick (1973); Oppenheimer (1973); and Waldman and McEaddy (1974).

The logic underlying these two hypotheses is discussed in the following two sections. Section I describes the measure "skill requirement" and presents the reasoning behind its use as a control in attempts to measure the true effects on wages of human capital factors. Section II discusses the importance of controlling for the skill requirement of an occupation in attempts to isolate the impact on wages of an occupation's sex-label. Section III presents the empirical model and its results. The conclusions are presented in the final section.

I SKILL REQUIREMENT AND HUMAN CAPITAL

It has long been recognized that individuals vary in their stocks of accumulated human capital. Workers differ in the amount of formal education completed, in the number and types of formal training programs taken, and in the amount of informal, on-the-job training. It is also well known that greater economic rewards accrue to those who have invested more heavily in themselves.

A direct measure of "extent of lifetime work experience" is the latest addition to the list of human capital variables employed in economic research on women's earnings. Put simply, the argument is that individuals (primarily married women with children) who leave the labor force for a period of time experience a deterioration in the level of their skills relative to those workers (primarily men and single women) who remain in the labor force continuously. As a result, the former have a lower effective level of human capital than the latter and hence receive lower wages.[3]

Occupation's Skill Requirement

But the issue is not so clear-cut: the extent to which human capital factors, including lifetime work experience, are likely to be of importance to wages may well depend upon the occupation in which the individual is found. Specifically, the impact of education and training on wages may depend upon the length of time necessary to learn the skills required by that occupation. Also, the importance of previous work experience is likely to vary according to the length of time necessary to relearn the skills if a worker has left the labor force.

To illustrate--consider two women, age 40, who re-enter the labor force after a 15-year absence. The first becomes a waitress. Because relatively few skills are required in this occupation, the educational requirements are likely to be low, and any job-specific training required would be of short duration. Moreover, in the absence of other limitations, it is difficult to imagine that this woman would receive substantially below-average wages in her occupational category because of skill-obsolescence growing out of discontinuities in her employment history.

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[3] A rigorous formulation of this argument is found in Mincer and Polachek (1974).

In contrast, a second woman wishes to re-enter the labor force as a nurse. Since entrance into this occupation requires acquisition of a large body of specialized knowledge, a lengthy initial training process is essential. Furthermore, it is probable that a nurse who was not in the labor force continuously would experience a deterioration in her skills. This woman might be required to take a lengthy retraining program if she wished to meet the standards of performance maintained by those who have been continuously employed and to receive equivalent wages.

This description of the likely experiences of these two women illustrates the earlier statement that the importance of human capital factors to wage determination is likely to vary among occupations. It also suggests that in any analysis of the effect of employment experience on earnings, it is desirable to classify occupations by the level of skills they require of their incumbents.

A Classification Scheme

In such a categorization scheme, human capital factors would play a greater (or lesser) role in explaining wages depending upon: (1) the extent to which the present state of technology mandates a lengthy training program to enter the occupation; (2) the extent to which technological change in the occupation has occurred in recent years and has made previous training and experience obsolete; and (3) the extent to which a worker's own skills could deteriorate through nonuse.[4]

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[4] An abbreviated, but analogous, description of variations in the skill requirements of occupations is found in Mangum and Snedecker (1974), p. 85. It should be noted that the empirical analysis of work experience will test only the effect of the first and third factors listed above. We have no measure of the extent to which technological change has occurred in specific occupations over the life spans of the women in our sample. It is worth mentioning, however, that technological change may also make obsolete the previous training of workers continuously employed. There seems to be no *a priori* reason to believe that *all* workers continuously employed "keep up" with technological advances in their occupations. Furthermore, while it is frequently assumed that technological change serves to *increase* the level of sophistication necessary to perform the relevant job tasks, it is possible (and indeed has happened historically) that technological advances serve to *reduce* the necessary level of skills. In this case, workers who had left the labor force for a period of time might be no worse off in terms of their knowledge and skill level than those who had been employed continuously.

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Specifically, at the one extreme would be those sets of jobs for which few skills are required and the length of time necessary to learn (or to relearn) them is short. Within this set it is unlikely that educational attainment would be of critical importance or that continuous work experience would add substantially to a worker's productivity.[5] For example, all other things being equal, it is anticipated that there would be little, if any, wage differential between an elevator operator with one year of experience prior to joining her current employer and another with 15 years of experience prior to joining her current employer.

At the other extreme would be those occupations which require a specific, highly technical set of skills (such as any of the professions). Acquisition of these skills involves a lengthy training process, and maintenance of the necessary level of skills requires employment. A failure to work continuously may result in a deterioration of a worker's skills relative to those who have been employed continuously.[6] In other words, in contrast to the previous set of occupations, wages in this group would be influenced by both education and the amount of work experience.

It is important to note that in this classification scheme we are explicitly differentiating between the set of skills required by occupations and the set of skills (or levels of human capital) embodied in workers. In other words, it is being suggested that two analogous skill distributions exist: human capital among workers and skill requirements among occupations.[7]

Human Capital and Skill Requirement

While a worker's stock of human capital, particularly education, is frequently taken as a proxy for the skill requirement of the occupation in which the worker is found, this does not appear to be appropriate. It seems quite realistic to suppose that the distribution of skills--both type and level--required by occupations is not identical to the distribution of skills--both type and level--found among their incumbents.

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[5] Essentially the same point is made for the experience of black men in Bergmann (1969) and for the experiences of women in Bergmann (1973). See also Kalachek and Raines (1975).

[6] Because the body of knowledge required for adequate job performance is also likely to be growing or changing over time due to technological progress, this is a case in which the level of human capital an employer deems acceptable at one point in time may be less than that which is acceptable at a later date.

[7] A similar conceptual distinction is made in Parnes (1962).

For example, anticipating a high level of demand for a particular type of labor, a woman may educate herself to a given level and along certain lines. In later years, however, the demand for this type of labor may decline, resulting in few opportunities for employment. As a consequence, she may be employed in another occupation--one which may or may not require the full utilization of her previously acquired education and training. (An illustration is provided by individuals trained as school teachers who have been forced by demand conditions to move into other occupations.) Moreover, among women in particular, it is not uncommon to find occupations, e.g., secretarial work, in which there are substantial numbers of workers with college degrees as well as substantial numbers with high school diplomas.[8]

The point is that while accumulated human capital measures the actual skills of a worker, the skill requirement of an occupation is a measure of the level of skills necessary to perform adequately a given set of job tasks. Each occupation may be thought of as having a minimum level of required skills and it is possible for an incumbent of an occupation to embody more human capital than is minimally required.[9]

Clearly a worker whose own skills lie below the minimum level required by the occupation cannot adequately perform the job tasks of

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[8] This is not meant to imply that education has no separate effect on wages. Indeed, controlling for other factors, it is quite conceivable that a secretary with 16 years of schooling is more productive (and hence earns higher wages) than one with 12 years of schooling. Moreover, it is also possible that these two secretaries would be in positions of different grades within any given firm and that further disaggregation of an occupational classification scheme (e.g., 6-digit rather than 3-digit) would show this to be the case.

[9] It is reasonable to expect within the category of jobs which require many sophisticated skills there would be a relatively high correlation between the skills necessary to perform the job tasks and the actual skill level of the workers. In this case, because the level of necessary skills is high, the theoretical range of variation in the distribution of skills among workers would be relatively small, ranging from a baccalaureate to a doctoral degree, for example. However, in the case of low-skill jobs (domestic service, for instance) such a correlation between necessary and actual skills is less likely to occur. That is, because the minimally necessary level of skills is low, the theoretical range of variation in the human capital backgrounds of the incumbents is considerable (from an elementary school education to a college degree, for example). See Table 4.5 for the simple correlations between skill requirement and education.

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this occupation, i.e., cannot enter it. Another worker whose own skills lie above the minimum level required by the occupation receives additional rewards for embodying more skills than are minimally required.

The question is: do returns to additional units of human capital vary across occupations depending on the level of skills they require? Alternatively stated, do women in occupations with a low skill requirement receive lower wages than women in high skill occupations because (1) they have lower stocks of human capital (e.g., fewer years of schooling and/or experience); (2) they receive lower marginal returns for whatever amount of human capital they have accumulated (e.g., a lower payoff to each additional year of schooling and/or experience); or (3) they have lower stocks of human capital and receive lower returns for each additional unit of human capital? The implication of these questions for empirical work is that a test of the separate effects on earnings of education, training, and labor force experience must include a control for an occupation's skill requirement.

Such a control can be instituted through a measure of the length of time normally required to become proficient in an occupation--the shorter the period of time required, the lower the occupation's skill requirement. While certainly the exact amount of training is difficult to ascertain and will in fact vary among individuals, it is possible to rank occupations in terms of the relative amount of time necessary to learn the relevant set of skills.[10]

For the reasons outlined above, a measure of an occupation's skill requirement is critical to tests of the impact of human capital factors on women's wages. Yet this is only one reason for including such a control. As we shall now see, it is also essential for a valid test of the effects of occupational segregation on women's wages.

II SKILL REQUIREMENT AND OCCUPATIONAL SEGREGATION

As was noted at the outset, occupational segregation is a second issue which has recently received wide attention in discussions of women's earnings. It has been found that individuals in "female-intensive" industries earn a lower weekly rate of pay than individuals in "male-intensive" industries. It has also been found that women in typically female occupations earn a lower hourly rate of pay than women in typically male occupations.[11]

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[10] This ranking system is based on the "Specific Vocational Preparation" index found in the Dictionary of Occupational Titles. The precise manner in which it was constructed is described in the Appendix to this chapter.

[11] Waldman and McEaddy (1974); Jusenius and Shortlidge (1975); and Kohen and Roderick (1973). It should be noted that the first two of

Yet sex segregation in the occupational distribution by itself does not necessarily imply lower wages for either men or women. However, segregation in conjunction with some other characteristic(s)--associated either with women or with occupations--could help to explain women's wage position. For this reason, research on the subject of occupational segregation has attempted to ascertain why segregation seems to result in lower wages for women rather than for men.

Some authors have suggested that sex segregation in the occupational distribution has resulted in an "overcrowding" of women in a select number of occupations and that it is the interplay of a relatively low demand for women workers with a relatively high level of supply that has led to their wage position.[12] Others have argued that women predominate in occupations which have comparatively low skill requirements and that it is the low skill level (in conjunction with an overcrowding phenomenon) which accounts for their relatively low earnings.[13]

Any attempt to measure the "true" effects of sex-typing of occupations on women's wages must disentangle these explanations. To show only that women in typically female jobs earn less than women in typically male jobs may mean only that women tend to be concentrated in low-skill occupations which might be expected to pay lower wages. Moreover, to the extent that this is the case, it could also be argued that the presence of women in these low-skill occupations reflects simply their actual or expected interruptions in employment. On the other hand, such an explanation would not be consistent with a finding that typically female occupations pay lower wages than typically male

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these studies employed only tabular analysis which in the case of Waldman and McEaddy did not include controls for human capital factors. Jusenius and Shortlidge controlled only for educational attainment (and race). The research of Kohen and Roderick used multivariate techniques.

[12] See Bergmann (1975). See also Edgeworth (1922) and Fawcett (1918).

[13] Sawhill (1973). It should be noted that segregation and overcrowding can occur because of the tastes of employers (as in Bergmann 1974) or because of the tastes of women themselves (as might be suggested by the human capital school). [See Blau and Jusenius (1975) for an elaboration of this point.] In this chapter no attempt is made to locate the source of those "tastes" which may be the cause of segregation. Here we shall only be testing the effect on wages of an occupation's sex-label. While some of the empirical results may be consistent with an overcrowding phenomenon, they do not prove its existence.

occupations *within* skill categories. Thus it becomes essential to control for *skill* level of occupations in examining the effect on earnings of being in "female" as opposed to "male" occupations.[14]

An examination of Table 4.1, which presents the distribution of occupations by their skill requirement and their sex-label, indicates that proportionately more "female" than "male" occupations are found at the lower end of the spectrum of skill requirement. However, both male and female jobs are found in every skill-requirement category: typically female occupations, like typically male ones, vary in the amount of skills they require of their incumbents. Differentiation between (1) the effect of the skill level required by typically male and typically female occupations and (2) the effect of an occupation's sex-label controlling for its skill requirement becomes not only possible, but also essential to the entire argument regarding the impact on women's earnings of sex-typing of occupations in the labor market.

III EMPIRICAL TEST

To test the arguments set forth in the previous sections, multiple regressions were run for the universe of women who were employed as wage or salary workers in 1972. The dependent variable was the natural log of the women's 1972 average hourly earnings, permitting the coefficients to be interpreted as the percentage effects of changes in the independent variables on the wage rate.

Specification of the Model

The basic equation of the empirical model was formulated as:

$$\ln \text{AHE} = \alpha_0 + \alpha_1 \text{ EDUCATION} + \alpha_2 \text{ EVER TRAIN} + \sum_{i=1}^{3} \alpha_{3i} \text{ EXPERIENCE}_i - \alpha_4 \text{ FEMOCC} + \sum_{j=1}^{3} \alpha_{5j} \text{ SKILL}_j + \sum_{k=1}^{7} \alpha_{6k} Z_k$$

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[14] Because we are exploring the possibility of a wage differential between *women* in women's jobs and *women* in men's jobs, this may be considered a conservative test of the effects on women's earnings of an occupation's sex-label. That is, if women and men operated in essentially different labor markets, it is possible that the sex-typing of a woman's occupation would have no independent effect on her wages. See Madden (1973) for a discussion of this issue in terms of differing supply-elasticities of men and women.

Table 4.1 Percentage Distribution of Occupations[a], by Skill Requirement and Sex-Label

Skill requirement[b] / Sex-label[c]	Number of occupations	Total percent	Low skill	Intermediate skill	High skill
Typically male	213	100	16.9	15.0	68.9
Typically female	66	100	33.9	29.3	36.9

[a] Occupations are the three-digit categories of the Bureau of the Census classification system.

[b] The low skill category consists of those occupations for which the length of time needed to learn the relevant job tasks ranges from a short demonstration to a maximum of three months. The occupations within this set which embody the greatest skill requirements are, for example, elevator operators, taxicab drivers (typically male jobs) and kitchen workers (a typically female job).

The second skill category is comprised of those occupations which require from over three months to one year of training. Included here are, for example, typists, office machine operators (typically female jobs), and shipping and receiving clerks (a typically male job).

In sharp contrast to these two sets of occupations is the high skill category, for which over a year is necessary to become proficient in the job tasks, e.g., nursing and teaching.

See the Appendix to this chapter for the precise definition of the variable "skill requirement" and for the way in which it was created.

[c] Occupations are defined as typically male or typically female by a comparison of the percentage of the labor force in 1970 which was female with the percentage of an occupation's incumbents who were female. See Appendix to this chapter for a more extended discussion of the manner in which the variable was created.

where $\sum_{k=1}^{7} \alpha_{6k} Z_k$ represents the set of variables which are thought of as controls: race; health; region of residence; full or part-time worker (measured by the number of hours usually worked per week); private or public employee; presence of collective bargaining; and size of local labor market. The specification of these "control" variables and their expected signs are presented in Table 4.2 below.

The variables representing the human capital factors which are of special interest to this model are shown separately in the above equation. Education (EDUCATION) is a continuous variable, measured by the highest grade a woman completed (0 through 18 years of schooling). EVER TRAIN is a dummy variable which represents the completion of a training program at some point between the year the woman completed her formal schooling and 1972. The reference group for this variable consists of women who started, but never completed a program as well as those who never participated in a program.

There are three measures of work experience. TENURE is a direct measure (obtained retrospectively) of the number of years a woman has been with her 1972 employer. YEARS WORKED is a direct measure (also obtained retrospectively) of the number of years a woman worked at least six months between the year she left school and 1967. The third work experience variable, WEEKS WORKED, measures the number of weeks a woman was employed between 1968 and 1972.[15] Because tenure has been included as a separate independent variable, the coefficients of these latter two variables are interpreted as the percentage effects on wages of a woman's total experience, controlling for the years of service with her 1972 employer. Each of the human capital variables--education, training, and the various measures of work experience--was expected to be positive.

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[15] It should be noted that this variable does not include the period between the 1967 and 1968 interviews. This particular year was omitted because the data, collected through a mail questionnaire in 1968, was less accurate than that collected through face-to-face interviews in other years. The concern was that inclusion of data from this year would bias the results--particularly those for women with few years of schooling.

Regressions were also run with a variable, based on the "weeks worked" measure, which represented the number of years a woman worked six or more months between 1968 and 1972. The results of this set did not differ significantly from the set which included the "weeks worked" variable. Therefore, because "WEEKS WORKED" is a more precise measure of recent work experience, only the results of the regressions which included this variable are presented.

Table 4.2 Specification of Control Variables for 1972 Wage Equations

Name (acronym)[a]	Form	Expected sign
1. Race (BLACK)	Dummy	-
2. Health (BAD HEALTH)	Dummy	-
3. Full-time or part-time worker[b] (PART TIME)	Dummy	-
4. Public or private employee (PRIVATE)	Dummy	-
5. Region of residence (SOUTH)	Dummy	-
6. Size of local labor market (SIZE)	Continuous	+
7. Collective bargaining coverage (COLBAR)	Dummy	+

[a] For dummy variables the acronym refers to the group which has been coded 1. For example, in the variable representing race, a woman was coded 1 if she is black and 0 if she is white.

[b] A full-time worker is defined as one who usually worked 35 or more hours per week at her survey-week job. Part-time work is thus defined as anything less than 35 hours per week.

The basic equation also includes the two variables which represent the occupational characteristics of particular interest here: the sex-label of an occupation (FEMOCC) and an occupation's skill requirement (SKILL). The sex-label variable is a dichotomy--1 if the occupation is stereotypically female and 0 if the occupation is stereotypically male. The manner in which it was constructed is described in the Appendix to the chapter. It was hypothesized that the coefficient of this variable would be negative. The occupational characteristic, SKILL, is derived from the "Specific Vocational Preparation" (SVP) index found in the Dictionary of Occupational Titles. The index ranges in value from 1 to 9; women were assigned the value of the SVP index for the occupation in which they served.[16]

Regression Results

The first stage of the empirical analysis involved a "pilot test" of the importance to wages of an occupation's skill requirement. The test was designed to determine if the effect on wages of the independent variables varied significantly across skill (SVP) strata. The results of a Chow test demonstrated that it was only necessary to stratify the women into three groups--low, medium, and high skill.[17] The LOW SKILL group is comprised of women whose occupations had a SVP value of 2 or 3; the MEDIUM SKILL group consists of women whose occupations had a SVP value of 4 or 5; the HIGH SKILL category includes women whose occupations had a SVP code ranging from 6 through 8.[18] Since it is clearly possible for wages to vary within each of these strata according to the precise skill (SVP) level of the occupation, dummy variables representing the "within stratum" SVP codes were included in the equations for the three strata.[19] Table 4.3 presents the regression results for the wage equations of women in low, intermediate, and high skill jobs.

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[16] The index codes are hierarchically arranged so that greater values in the index represent longer periods of time. The definitions of the codes, as well as the way in which the index was modified to correspond to the Census three-digit occupational classification scheme, are described in the Appendix to the chapter. It should be noted here that no women were in an occupation which had a code 1 or a code 9; therefore these values are excluded from the analysis.

[17] The calculated F-statistic comparing the pooled results with results of the three separate skill categories was significant at $\alpha = .01$.

[18] Chow tests were also run to determine if stratification along racial lines was necessary. For the LOW SKILL and HIGH SKILL strata, the calculated F-ratios were not significant at $\alpha = .05$. For the INTERMEDIATE SKILL grouping the F-ratio was significant at $\alpha = .05$, but not at $\alpha = .01$. Because of the somewhat inconclusive nature of these results, the pooled equation for this skill grouping is presented in the text. The equations for each of the two racial groups are presented in Appendix Table 4A-1.

Low skill The regression results for the lowest skill category (equation 1) provides partial support for the hypothesis developed earlier regarding the probable lack of importance of experience to wage determination for women in this skill category. On the one hand, after controlling for the effects of tenure, the number of years a woman was employed between the year she left school and 1967 did not significantly affect her wages. On the other hand, more recent experience, i.e., the number of weeks she was employed between 1968 and 1972, did significantly influence her 1972 wage rate. These finding, when combined with the distribution of occupations shown in Table 4.1, lead to the conclusion that about one-third of the occupations typically acceptable for women reward only the "recent" experience that these women have acquired prior to joining their current employer.[20]

The regression results also indicate that the sex-label of an occupation significantly affects the wages of this group of women. All other things being equal, a woman in a typically female occupation (such as chambermaid) earned almost 20 percent less than her counterpart in a typically male occupation (such as janitor).

Medium skill For women in the intermediate skill jobs the impact of pre-1967 work experience on wages contrasts with that found for women in the lowest skill jobs (see equation 2). That is, controlling for tenure, experience gained prior to 1967 significantly affected wages. Consistent with the results for women in low skill jobs, recent work experience has a greater impact on wages than more remote experience. In this particular skill category, for every year prior to 1967 that a woman worked six or more months her 1972 wage rate increased by 1.0 percent, but for every week she worked between 1968 and 1972 her wage rate increased by one-fifth of 1 percent.

An examination of the occupational variables indicates that for this group both formulations of the sex-segregation argument are appropriate. On the one hand, women in typically female jobs earned

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[19] In the case of the HIGH SKILL group, two dichotomous variables are included--one representing code 7 of the SVP index, and one representing code 8.

[20] It should be emphasized that this proportion relates to the number of typically female occupations and not to the number of women in those occupations.

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Table 4.3 Regressions Relating 1972 Average Hourly Earnings to Human Capital Variables, Sex-Type of Occupation, and Control Variables for Women in the LOW, INTERMEDIATE, and HIGH SKILL Categories

Variable	(1) LOW SKILL		(2) MEDIUM SKILL		(3) HIGH SKILL	
	Regression coefficient	t-ratio	Regression coefficient	t-ratio	Regression coefficient	t-ratio
EDUCATION	0.018	2.34**	0.026	3.92**	0.064	9.15**
EVER TRAIN	0.092	2.51**	0.067	2.44**	0.140	3.09**
TENURE	0.011	2.64**	0.008	3.47**	0.008	3.15**
YEARS WORKED	-0.003	-0.94	0.010	5.13**	0.009	3.62**
WEEKS WORKED	0.001	2.55**	0.002	5.06**	0.002	2.89**
FEMOCC	-0.196	-3.66**	-0.095	-3.00**	0.015	0.36
SKILL 3	0.013	0.37	a	a	a	a
SKILL 5	a	a	0.100	3.65**	a	a
SKILL 7	a	a	a	a	0.133	3.57**
SKILL 8	a	a	a	a	0.256	3.49**
Control variables:						
BLACK	-0.044	-0.95	-0.045	-1.03	-0.115	-2.36**
BAD HEALTH	-0.146	-2.80**	0.035	0.85	-0.724	-1.37
PRIVATE	-0.160	-3.39**	-0.076	-2.49**	0.002	0.07
SOUTH	-0.113	-2.57**	-0.054	-2.02*	-0.050	-1.49
SIZE	0.00003	1.66*	0.00006	5.59**	0.00005	3.89**
PART-TIME	-0.155	-3.92**	-0.039	-1.16	-0.103	-2.39**
COLBAR	0.249	5.71**	0.101	3.48**	0.159	3.91**
CONSTANT	5.204	44.33**	4.801	47.85**	4.277	28.81**
$\bar{R}^2$	0.419		0.362		0.476	
F-ratio	16.69		20.93		30.69	
Number of sample cases	305		492		491	

* Significant at $\alpha \leq .05$, 1-tail test.

** Significant at $\alpha \leq .01$, 1-tail test.

a Variable does not apply to this regression.

9.5 percent less than women in typically male jobs. On the other hand, women who were in those jobs which required over six months of training (SKILL 5) earned 10 percent more than those in occupations which required between three and six months of special preparation (SKILL 4).

High skill As with the earnings of women in the intermediate skill category, the wage rates of those who were in occupations requiring a high-skill level were significantly affected by the amount of general work experience (see equation 3). In addition, the returns to recent work experience were again greater than the returns to experience in the more distant past.

The wages of this group of women were also strongly influenced by the skill requirement of the occupations they held, but an occupation's sex-label appeared to have no significant effect. Among these women, workers in occupations with the highest skill requirement (SVP = 8) earned approximately 26 percent more than those in occupations with the lowest skill requirement (SVP = 6). Controlling for the skill requirement, however, women in typically female occupations did not suffer economic losses relative to their counterparts in typically male occupations.

A Comparison of Skill Categories

The results of the three equations which included skill measures permit several substantive conclusions. First, as initially hypothesized, the return to an additional unit of human capital differed according to the skill requirement of the occupations in which the women were found.

Specifically, the economic returns to one additional year of education were greatest for women in the high-skill category and lowest for women in the low-skill category (6.4 percent, 2.6 percent, and 1.8 percent in the high, medium, and low-skill categories, respectively). Moreover, as shown in Table 4.4, the difference in the average educational attainment of women in the three skill categories is significant. These two findings seem to indicate that women in the low-skill category receive relatively low wages not only because of their relatively low educational attainment, but also because in this skill category of occupations, the returns to additional education are minimal.

The comparative results for the human capital factor, EVER TRAIN, are somewhat mixed. On the one hand, the return to completion of a training program among women in the high skill category is greater than that for women in either of the two lower skill groupings; and as seen in Table 4.4, a significantly greater proportion of women in the high skill category had completed some type of training. On the other hand, the economic return to training among women in the low skill category was greater than that for women in the intermediate skill group.

Finally, as has already been seen, after controlling for tenure, women in the higher two skill groupings were compensated for pre-1967 work experience, but women in the lowest skill groupings were not. Yet

Table 4.4 Means, Standard Deviations and z-Statistics for Selected Human Capital Variables, by Skill Category

Human capital variables	Mean	Standard deviation	z-statistics Difference in means	
			Low and medium skill	Medium and high skill
EDUCATION				
LOW SKILL	9.9	2.4		
MEDIUM SKILL	11.2	2.1	8.13**	12.00**
HIGH SKILL	13.0	2.5		
EVER TRAIN[a]				
LOW SKILL	.458	.499		
MEDIUM SKILL	.674	.469	6.35**	8.41**
HIGH SKILL	.880	.325		
YEARS WORKED				
LOW SKILL	10.8	7.2		
MEDIUM SKILL	11.6	6.7	1.56	.047
HIGH SKILL[b]	11.8	6.6		
WEEKS WORKED				
LOW SKILL	173.0	41.8		
MEDIUM SKILL	183.4	33.9	3.66**	4.50**
HIGH SKILL	191.9	24.5		

** Significant at $\alpha \leq .01$, 1-tail test.

[a] The mean of this dichotomous variable is the probability of ever having completed a training program, i.e., the proportion of women in the skill category who had completed a training course.

[b] The z-statistic for the difference in means between low and high skill is 1.96, which is significant at $\alpha \leq .05$, in a 1-tail test.

as seen in Table 4.4, the difference in the average number of years worked between school and 1967 for women in the low- and the intermediate-skill categories is not significant. For women in the low-skill category there was a significant pay-off to recent experience; as shown in Table 4.4 these women had, on the average, significantly fewer weeks of employment between 1968 and 1972 than the women in the next highest skill category.

A comparison of the results for the three skill categories also sheds light on the differential wage-effects of an occupation's sex-label and its skill requirement. An occupation's sex-label had the greatest negative impact on the wages of women in the low-skill stratum (-19.6 percent). In the intermediate-skill grouping an occupation's sex-label also had a negative impact, but here (all other things being equal) women in typically female jobs earned only 9.5 percent less than women in typically male jobs. In the high-skill stratum, the sex-label of an occupation had no significant impact on wages.

An examination of the effects of specific skill level on wages within each skill grouping indicates first that within the low-skill stratum an occupation's skill requirement (SVP) had no effect on wages. In contrast, within the intermediate and high skill strata an occupation's skill requirement was significantly related to wages. Moreover, as shown in Table 4.5, it is only for the high skill stratum that an occupation's sex-label is negatively correlated with its skill requirement. Within this category of occupations the probability is high that women in stereotypically female occupations will also be in those which require relatively few skills. The skill formulation of the sex-segregation argument is clearly more appropriate for this group of women workers.[21]

Table 4.5 Simple Correlations among Education, Skill Requirement and Sex-Label, by Skill Category

	EDUCATION	FEMOCC
	LOW SKILL	
FEMOCC	.08	--
SKILL 3	.18	.11
	MEDIUM SKILL	
FEMOCC	.37	--
SKILL 5	.39	.43
	HIGH SKILL	
FEMOCC	.17	--
SKILL 7, 8	.39	-.45

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[21] See also Malkiel and Malkiel (1973).

IV CONCLUSION

By examining the determinants of women's wages, this chapter has attempted to clarify several issues. The first matter discussed was the likely importance to women's earnings of previously accumulated human capital, particularly work experience. In this context it was posited initially that occupations vary in the level of skills they require of their incumbents, and therefore can be expected to vary in the rewards they offer for a worker's accumulated human capital. By implication then, women's wages would be adversely affected by discontinuities in their work histories only if they were in occupations which require a relatively high level of skill.

The second issue discussed at the outset of the chapter was the impact of sex-stereotyping of occupations on women's earnings. In this context it was argued that because "women's" jobs may require fewer skills than "men's" jobs, and for this reason offer lower wages, the true (i.e., net) effect of an occupation's sex-label could only be ascertained after controlling for its skill requirement.

Thus, a major theme of the chapter is that clarification of the impact on wages of both factors--work experience and sex-stereotyping--necessitates a consideration of differences among occupations in the skill level they require of their incumbents. A second theme is that for a given occupational skill level, the relative importance to wages of human capital factors and occupational sex-typing can only be ascertained through a simultaneous consideration of both.

The empirical section has provided some support to both of these points. It has been shown that the relative importance of work experience to wages depends upon the skill requirement of the occupation which a woman holds. Specifically, controlling for the effects of tenure, one-third of the occupations typically open to women reward only the most recent work experience. It has also been found that explicit differentiation must be made between the skill requirement of an occupation and its sex-label, for the impact of sex-typing varies according to the skill requirement category in which occupations are found.

Taken in combination, these results have implications for attempts to reduce the male-female wage differential. It does appear that as long as women do not participate in the labor force continuously their wages will to some extent be lower than those of men. However, this does not imply that government actions to improve women's relative income position would be futile. Public policies which encourage the movement of women into either typically male occupations, higher skill occupations, or both, will have a significant impact on their earnings.

APPENDIX TO CHAPTER IV

CONSTRUCTION OF THE SKILL-REQUIREMENT AND SEX-TYPING VARIABLES

The Skill-Requirement Variable

The measure of skill requirement is the index of "Specific Vocation Preparation" found in the Supplement to the Dictionary of Occupational Titles (3rd edition), 1966. In the Dictionary one of the nine SVP codes listed below is assigned to every six-digit occupation. For our purposes the six-digit occupations were first classified into their appropriate three-digit Census category (1960 classification scheme) using the conversion tables found in U.S. Department of Labor (1970). Each three-digit category was then assigned the modal SVP code among its constituent six-digit occupations.

Specific Vocational Preparation Codes

SVP	Description
1	Short demonstration only*
2	Anything beyond short demonstration up to and including 30 days
3	Over 30 days up to and including 3 months
4	Over 3 months up to and including 6 months
5	Over 6 months up to and including 1 year
6	Over 1 year up to and including 2 years
7	Over 2 years up to and including 4 years
8	Over 4 years up to and including 10 years
9	Over 10 years*

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*Because no women in the universe used for the regressions fell into this category, the code is not included in the empirical analysis.

The Sex-Typing Variable

It should be noted first that while researchers in the area of occupational segregation generally agree that the majority of jobs can be categorized as stereotypically female or stereotypically male, no consensus has been reached on an operational definition of either. For example, while one author implicitly defined a female occupation as one in which 70 percent or more of the incumbents were women (Oppenheimer, 1973), others have used 32.8 percent (the proportion of the labor force which was female in 1960) as the criterion, (Roderick and Davis, 1974). Finally, Bergmann (1973) defined a "female" occupation in 1960 as one in which at least 45 percent of the incumbents were women. At that time women constituted 32 percent of the labor force.

In this study the variable representing the sex-typing of an occupation was constructed by using the proportion of the labor force in 1970 which was female (38.1 percent) as the reference point. Any occupation in 1970 in which at least 43.1 percent (38.1 + 5 percent) of the incumbents were women is defined as a typical occupation for women. (This category contains 66 of the 295 three-digit Census occupations, using the 1960 occupational definitions and excluding the armed forces.) Any occupation in which 33.1 percent (38.1 - 5 percent) or fewer of the incumbents were women is defined as an atypical occupation. The residual category contains 11 occupations, i.e., those in which women represent 33.2 to 43.0 percent of the workers. These occupations are considered to be neither stereotypically female nor stereotypically male, and are excluded from the analysis.

The 1970 data on the occupational distribution of women were put into the 1960 Census classification scheme because the occupational data from the National Longitudinal Surveys are coded according to the 1960 definitions. The computations were based on data of the experienced civilian labor force found in Table 1 in U.S. Department of Commerce (1973). Figures for each occupation have been reclassified into 1960 occupational classifications according to the distributions found in Priebe, Heinkel, and Greene (1972).

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CHAPTER V

PATTERNS OF CHILD CARE UTILIZATION AMONG WOMEN WITH PRESCHOOL CHILDREN

Richard L. Shortlidge, Jr.*

While there are numerous studies of child care in the United States, few have examined patterns of child care utilization with a multivariate statistical framework.[1] In this chapter two adult-oriented child care issues are explored in detail. They are adult-oriented in the sense that they relate either specifically to the child care requirements of women who work outside the home or to those of women who are not in the labor force, but would like to seek employment outside the home.[2] The two issues may be stated as questions. First, what characteristics explain why some mothers seek child care outside the family while others rely on family sources? Second, to what extent would the availability of free day care centers encourage mothers with preschool children to enter the labor force?

These questions are treated sequentially in the sections that follow, utilizing a group of women who had at least one child three to five years of age in either 1967 or 1971. The process of arriving at this particular universe is worthy of elaboration, for it may serve as a guide to future research on this subject. Historically, child care research has concentrated on mothers of children under six years of age, without paying careful attention to potentially important and significant child-age demarcations within this group. The author's preliminary analysis using the National Longitudinal Surveys suggested that choice of a child care arrangement was contingent on whether or not the children under six were less than three or between three and five. Even more important was the behavior of other factors in the model. That is, the effects of the other independent variables were dependent on whether or not the woman was making an arrangement for an infant or a preschooler. This finding led to the stratification of women with children under six years of age into two groups: those with only children under three years and all others. However, because of the limited number of women in our sample who had a child under three years in 1967 and 1971, the results for this group are not presented in this chapter. The author hopes that future studies of child care, using a broader data source, will attempt to explore in greater depth the effects of the child's age on child care choice.

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[1] See Jusenius and Shortlidge (1975); Keyserling (1972); Lajewski (1959); Low and Spindler (1968); Shortlidge, Waite, and Suter (1974); and Westinghouse Learning Corporation and Westat Research Incorporated (1971). For the only other multivariate analysis which specifically examines the determinants of child care choice, see Duncan and Hill (1975).

[2] The distinction between adult-centered and child-centered needs is an important one from the standpoint of legislation and its fiscal requirements. The failure to unify the position of those who advocate child care as a "work related right" and those who advocate it as a "child's right" to an early educational experience historically has been an important weakness in efforts to achieve a national commitment to child care. For various historical descriptions of this conflict see Bourne, Medrich, Steadwell, and Burr (1971); Dill (1973); Guggenheimer (1973); Hagen (1973); Kerr (1973); and Miller (1975).

I THE DETERMINANTS OF NONFAMILY CHILD CARE UTILIZATION

Although there are many means of providing care for children during the day, for analytical purposes these were classified into two general types: care by family members and care by persons outside the immediate family. It should be noted that this distinction is not the same as between methods that involve a direct cost and those that do not, since arrangements made with family members often involve direct monetary outlays.[3] The dependent variable in this section assumes the value of 1 if the preschool-aged child is cared for by a person other than a relative; otherwise its value is 0.[4]

The analysis proceeds as follows. First, a model is proposed and estimated separately using 1967 and 1971 cross-sections of employed women with at least one child three to five years of age. For ease of presentation, the explanatory variables are grouped into five general categories: family composition, mother's labor market behavior and attitudes, ability to pay for child care, personal tastes and preferences, and residential and environmental characteristics. Second, in order to determine if the characteristics affecting choice of a nonfamily child care arrangement were stable over time, the 1967 and 1971 parameters are tested for equality.

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[3] See the discussion under "Ability to Pay" for the proportions paying and average amount paid for child care in 1971 by women with a child three to five years of age.

[4] Nonfamily forms of care include: nonrelative in the child's home or in someone else's home; a nonrelative-relative combination; public day care center; private day care center; public or private day care combined with some other form of care; and enrollment in a school sponsored prekindergarten or kindergarten program. The data understate enrollment in school sponsored prekindergarten or kindergarten programs, since the respondent would not have mentioned them unless she thought of such school programs as "child care arrangements." In addition, it was possible to identify children enrolled in preschool programs if the mother responded that she worked only while the child was in school.

Explanatory Variables

Family composition The decision to leave a preschool child in a setting other than his or her home, or to bring someone outside the immediate family in to look after the child while the mother works is contingent on (1) the availability of other family members to care for the child and (2) whether the arrangement must also cover an infant son or daughter. Several variables are included to measure these effects. First, it is hypothesized that the probability of relying upon an arrangement other than the immediate family is negatively related to the presence of a teenaged son or daughter in the household.[5] Second, it is hypothesized that selection of a nonfamily arrangement is inversely related to having an adult relative, other than husband, living in the household.[6] Third, it is hypothesized that women who were not married were more likely to seek child care arrangements outside the family, because of the absence of the child's father as a potential child care source.[7] Fourth, if the family has an infant child in addition to the preschooler, the special needs of the infant and the complexity or difficulty of finding an arrangement that might include both children is expected to favor choice of family forms of child care.[8]

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[5] The effect of a teenaged child is measured by a dichotomous variable which takes the value of 1 if there is a son or daughter of the respondent who is 14 to 17 years of age living at home and 0 otherwise.

[6] The presence of an adult relative is measured by a 1-0 variable which assumes the value of 1 if there is a son, a daughter or some other relative excluding the husband who is 18 or older residing in the household. A study by Duncan and Hill (1975) used a measure of whether the woman's family moved in the previous year as a proxy for the availability of relatives living in the community. Although a similar variable could have been used here, it was rejected because the relation between migration and the presence of relative in the community is, at best, ambiguous.

[7] In 1971, fathers accounted for 16 and 13 percent of the child care arrangements made by white and black two-parent families, respectively. The absence of the husband is measured by a dichotomous variable which assumes the value of 1 if the woman's marital status is other than married and living in the same household as her husband and 0 otherwise.

Mother's labor market behavior and attitudes   Previous studies have indicated that family arrangements are often made for fewer hours during the day than arrangements involving the use of outsiders.[9] Therefore, it is hypothesized that mothers employed part time will be less likely to rely upon nonfamily arrangements.[10] Attitudes toward market work may also influence selection of an arrangement for a preschool child. It is hypothesized that women with more favorable attitudes toward the propriety of mothers working outside the home will be more likely to arrange a nonfamily means for the care of their preschool children.[11]

Family's ability to pay   Child care arrangements made with individuals outside the immediate family are likely to involve a higher direct cost than arrangements made within the family. In 1971, 89 percent of working mothers in the sample who made nonfamily arrangements, but only 36 percent of those relying on family members, were required to pay for the services. Moreover, the average payment in the former case was $.50 per hour that the mother worked, as compared to the average payment of $.33 per hour to relatives. Thus, if nonfamily arrangements are a normal good, a family's use of them, all else being equal, will be a direct function of its income. It is therefore hypothesized that both per capita family earnings, excluding the mother's wage and salary income, and the mother's average hourly earnings will be directly related to selection of a nonfamily child care arrangement.[12]

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[8] The effect of an infant child in addition to the preschooler is measured by a 0-1 variable which is assigned the value of 1 if the respondent also has a child under three living in the household and 0 otherwise.

[9] Low and Spindler (1968); Westinghouse and Westat (1971).

[10] A woman is defined as being employed part time if she usually worked less than 35 hours a week in her 1967 and 1971 survey week job.

[11] For the method of measuring attitude toward market work, see Glossary, Appendix B. This variable in the 1971 cross-section is based upon the respondent's answers in the 1972 survey. The questions were administered only in 1967 and 1972.

[12] Per capita earnings are used to control for the effect of family size on a family's ability to purchase nonfamily child care. Earnings are used rather than income because of the high nonresponse rate on the questions dealing with income from personal or family assets.

Tastes and preferences   Two variables are included as measures of a woman's taste for child care arrangements outside the family--education and race. Recent time budget studies have suggested that a mother's education is positively related to the number of hours she spends in the care of both infants and preschoolers.[13] Furthermore, economic analyses of fertility suggest that the commonly found negative relationship between the number of children ever borne by women and education reflects the positive relationship between "child quality" and education.[14] That is, families substitute "child quality" for "child quantity" as the educational attainment of the mother rises. If parental education and emphasis on the quality of the environment in which children are reared are positively related, it seems reasonable to hypothesize that among women who work outside the home the "qualitative" aspects of a child care arrangement will be valued more the higher the educational level of the mother. The finding of a positive relationship between education and choice of a nonfamily arrangement would suggest that "quality" child care is more likely to be found outside the immediate family, all else being equal. National opinion polls and other studies of child care have shown that blacks are more likely than whites to rely upon day care centers.[15] Since day care centers are included among the set of nonfamily arrangements, it is hypothesized that blacks will be more apt than whites to utilize nonfamily arrangements.

Residential and environmental factors   Both population density and region of residence are likely to affect the choice of a child care arrangement. Community size has been found to be positively related to the reliance upon nonfamily child day care arrangements.[16] The availability and proximity of nonrelatives, nursery schools, and day care centers are likely to be greater in areas of concentrated population. To measure the effect of population density, two dummy variables are employed which distinguish those who live in an SMSA or its central city from those who do not. Since utilization of nonfamily child care has been found to vary according to the Census region in which the family lives, two dummy variables for region of residence are included. Other studies, using bivariate analysis, have indicated a greater reliance on care outside the immediate family in both the South and the West as opposed to the Northeast and North Central.[17] Therefore, a positive relationship with the use of nonfamily care is expected for residing either in the South or the West.

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[13] Hill and Stafford (1974); Leibowitz (1974).

[14] DeTray (1973); Gronau (1973); and Michael (1973).

[15] Gallup Opinion Index (August 1969); the Harris Survey Yearbook of Public Opinion (1971); Jusenius and Shortlidge (1975); and Low and Spindler (1968).

[16] Low and Spindler (1968).

[17] Low and Spindler (1968).

Regression Results: 1967[18]

The single most important variable in the decision to utilize child care other than the immediate family in 1967 was the woman's average hourly earnings.[19] The probability of arranging for a child to be cared for by a nonfamily source rose directly with the hourly earnings of the mother. Although of less relative importance, the same direct effect was observed for per capita family earnings. Thus, it would appear that in 1967 it was the earnings of the mother which played a major role in the selection of a child care arrangement.

Of the variables reflecting the availability of family child care substitutes for the mother, only two were found to be significant. The presence of a teenaged son or daughter decreased, and being nonmarried increased, the probability of selecting an arrangement beyond the family. Since other variables such as earnings, education, hours worked, and race are also simultaneously being controlled, it seems reasonable to interpret the coefficient on marital status as measuring the impact of not having the father as a possible child care resource.

Both measures of labor market behavior and attitudes were significant as expected. Mothers who worked part time were less apt than those who worked full time to use nonfamily forms of child care. The direction of causation is, of course, not clear. That is, the decision to work part time may be motivated by the desire to use family care or, having been made on some other basis, may make it easier to make various family arrangements for the care of the children. The more favorable a woman's attitude toward the propriety of mothers working outside the home, the greater the probability of relying on nonfamily modes of child care.

The behavior of the education variable indicates that, even after controlling for the ability to afford various forms of child care, there is a net positive relationship between education and selection of a nonfamily arrangement. Although not statistically significant, the regression coefficients for race and for region of residence suggest the possibility that blacks have a lower (net) probability than whites of using nonfamily child care arrangements and that residents of the South have a greater tendency to do so than those living elsewhere.

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[18] Means and standard deviations are presented in Table 5.1 and the regression results are contained in Table 5.2.

[19] The standardized regression coefficient for average hourly earnings was .19.

Comparison of the 1967 and 1971 Results[20]

Since even a casual comparison of the 1967 and 1971 results indicates major differences between the two years, it is not surprising that a formal statistical test indicates that there are significant differences.[21] It is also noteworthy that in a pooled equation using the data for both years, the dummy variable denoting the survey year was not statistically significant. Thus, while the average probability of relying on care outside the family remained stable at 40 percent between 1967 and 1971 (Table 5.1) there is evidence that the factors associated with the variation in this probability did change. The facts that (1) both the mother's average hourly earnings and the family's per capita earnings were significant in 1967 but nonsignificant in 1971 and (2) that Southern residence was significant in 1971 but not 1967 may mean that national child day care policy has substantially increased the availability of nonfamily child care alternatives to low income families. Whether this has in fact occurred is an important issue which will require further research using a more definitive and comprehensive data source designed specifically to study child care.

It is interesting that the negative relationship between being black and reliance on nonfamily child care that was observed in 1967 had become significant by 1971. Thus, one can assert more confidently that by 1971 black families were less likely than white families to utilize nonfamily forms of child care. Whether this results from differences in tastes between whites and blacks or from inequities in the administration and allocation of government child care resources is not clear and needs to be analyzed in greater depth.[22]

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[20] The results for 1971 are included in Table 5.2, along with those for 1967. Means and standard deviations are included in Table 5.1.

[21] The calculated F-ratio of 2.73 with 15 and 655 degrees of freedom was significant at an ∂ of .005. This F-ratio was computed without removing cases in the sample both years. Whether these cases were removed or included, there was a significant difference between the 1967 and 1971 results.

[22] The major sources of national funding for child day care services between 1967 and 1971 were Title IV of the Social Security Act and Title II-A of the Economic Opportunity Act of 1964 authorizing Head Start. By fiscal year 1972, federal expenditures alone for child day care services were close to one billion dollars, approximately 140 times the level of expenditures in fiscal 1965. These estimates are derived from an unpublished Department of Health, Education, and Welfare document. It is important to keep in mind that these federal monies were allocated to state agencies for expenditure. Although these expenditures are controlled by federal law and guidelines, it is clear from a recent HEW audit that these guidelines have not been rigidly enforced or adhered to. The various federally funded child care programs are mentioned in Rosenberg and Spindler (1972).

Table 5.1 Means, Standard Deviations, and Hypotheses Associated with the Models of Nonfamily Child Care Choice in 1967 and 1971[a]

Variables[b]	Formats	Model 1967		Model 1971		Hypothesized effects
		Means	Standard deviations	Means	Standard deviations	
Family composition						
Adult relative	Dichotomous	.18	.39	.29	.45	-
Teenaged child	Dichotomous	.35	.48	.48	.50	-
Nonmarried	Dichotomous	.13	.33	.14	.35	+
Both infant and preschooler	Dichotomous	.23	.42	.08	.27	-
Mother's labor market behavior and attitudes						
Attitude toward market work	Continuous	10.87	2.29	11.12	2.16	+
Part-time employment	Dichotomous	.27	.45	.28	.45	-
Family's ability to pay						
Per capita family earnings [exclusive of mother's earnings]	Continuous	1412.96	1321.33	1447.36	1327.40	+
Average hourly earnings	Continuous	1.94	.75	2.52	1.18	+
Tastes and preferences						
Education	Continuous	11.65	2.86	11.58	2.78	?
Black	Dichotomous	.18	.39	.16	.37	+
Residential and environmental factors						
SMSA central city	Dichotomous	.26	.44	.19	.40	+
SMSA noncentral city	Dichotomous	.34	.47	.37	.48	+
South	Dichotomous	.37	.48	.30	.46	+
West	Dichotomous	.16	.37	.23	.42	+
Dependent variable						
Nonfamily child care	Dichotomous	.40	.49	.40	.49	
Number of sample cases		457		228		

[a] The universes for the models consist of black and white women who were employed at the relevant survey date and who had at least one child between three and five years of age in 1967 or 1971.

[b] The variables are defined in the Glossary, Appendix B.

Table 5.2 Regression Results: 1967 and 1971 Nonfamily Child Care Choice Models[a]

Variables	1967		1971	
	Coefficients	t-ratios	Coefficients	t-ratios
Constant	-30.6	-1.97*	0.3	0.01
Family composition				
Adult relative	- 9.4	-1.59	- 7.9	-1.11
Teenaged child	-15.1	-3.10**	-19.5	-2.85**
Nonmarried	20.2	2.79**	15.4	1.55
Both infant and preschooler	2.9	0.55	- 4.7	-0.39
Mother's labor market behavior and attitudes				
Attitude toward market work	2.2	2.24*	2.5	1.64*
Part-time employment	- 8.3	-1.67*	10.4	1.49
Family's ability to pay				
Per capita family earnings [exclusive of mother's earnings] [coef. x 10^{-3}]	3.4	1.89*	- 3.1	-1.09
Average hourly earnings [coef. x 10^{-2}]	12.4	3.73**	- 0.2	-0.06
Tastes and preferences				
Education[b]	1.9	2.13*	0.7	.57
Black	- 9.6	-1.49	-17.0	-1.67*
Residential and environmental factors				
SMSA central city	2.3	0.42	9.1	1.06
SMSA noncentral city	- 0.9	-0.17	7.4	1.01
South	8.1	1.60	33.2	4.13**
West	3.4	0.54	17.3	2.16*
$\overline{R}^2$	.157		.114	
F-ratio	7.07		3.08	
Number of sample cases	457		228	

continued on next page.

Table 5.2 continued.

* Significant at $\alpha \leq .05$, 1-tail test, unless otherwise indicated.
** Significant at $\alpha \leq .01$, 1-tail test, unless otherwise indicated.
a The universes for the models consist of black and white women who were employed at the relevant survey date and had at least one child between three and five years of age in 1967 or 1971.
b Two-tail significance test used for this variable.

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II THE EXTENT TO WHICH FREE DAY CARE CENTERS WOULD ENCOURAGE SEARCH FOR WORK

The negative relationship between female labor force participation and the presence of young children is well documented.[23] This relationship is often used as prima facie evidence of the need for day care centers.[24] However, the extent to which women with young children would respond to such a program by entering the labor force is an empirical question. It was with this thought in mind that women with children who were out of the labor force in the 1971 survey week were asked about their willingness to seek employment if a free day care center were available to them.[25] By examining in some detail the determinants of an affirmative response to this question, one gains an estimate, albeit a crude one, of the possible labor supply impact of a national program of free day care centers.

A Model of the Labor Supply Response to Free Day Care Centers

The five sets of independent variables are similar but not identical to those used in Section I to analyze the determinants of the use of nonfamily child care arrangements. These are designed to reflect (1) the family's ability to provide for child care by using other family members; (2) the labor market behavior and attitudes of the mother; (3) the effect of income on labor supply; (4) the mother's tastes and preferences; and (5) regional and residential differences in employment opportunities. The variables included in each of these categories, along with their expected relationships, are described below. The dependent variable is a dichotomy which assumes the value of 1 if the mother stated unconditionally

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[23] Bowen and Finegan (1969); Cain (1966); Mincer (1962); and Sweet (1973).

[24] Hagen (1973); Keyserling (1972); and National Association for the Education of Young Children (1973).

[25] A related question is the circumstances under which employed mothers who are not currently using center care would prefer to do so, or would be willing to do so if such care were available at a cost no greater than what the woman was currently paying. This question was examined by a multiple regression analysis, using the same independent variables as in Section I. The only variables significantly related to the desire for day care centers were the per capita earnings of the family and the mother's average hourly earnings. In the light of these findings, it is noteworthy that Title XX, which recently replaced Title IV of the Social Security Act, liberalized the eligibility requirements for social services such as child day care. It appears that this amendment represents a step in the direction of meeting the expressed desire for center care among low income families who were not eligible for these services under Title IV.

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that she would look for employment if provided with a free day care center and a value of 0 otherwise. The data are restricted to mothers with at least one child three to five years of age who were not in the labor force at the 1971 survey date but who had worked at some time during their lives.

Family composition Women with potential child care resources within the family such as a teenaged son or daughter, husband, or other adult relative are expected to be less inclined to search for work with the provision of free day care centers. In other words, women with these resources already have potential child care sources, and are thus more likely to be out of the labor force by choice. Since existing day care centers cater primarily to children of preschool age, it is hypothesized that a mother who has both an infant child and a preschooler will be more likely than one with only a preschooler to wish to enter the labor force if day care facilities were made available to her.

Mother's labor market behavior and attitudes A woman's attitude toward market work, her own recent exposure to the labor market, and her expressed interest in taking a job in her local area are factors which are hypothesized to be positively associated with the probability that she will look for work if provided with a free day care center.[26] The more favorable a mother's attitude toward market work, the more likely she was to use nonfamily care in both 1967 and 1971. Therefore, it seems reasonable to expect an analogous relationship to the probability of engaging in market search with the availability of free center care. Similarly, recent work experience is expected to increase the probability that she would enter the labor force with the provision of free center care. Finally, women out of the labor force include both women who wish to work and those who do not. Therefore, the provision of free day care centers would be expected to attract into the labor force a disproportionately greater number of women who have expressed an interest in working outside the home than of those who have not.[27]

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[26] Recent work experience is measured by a 0-1 variable which has the value of 1 if the women worked at any time since the 1969 survey (or the 1968 survey for women not interviewed in 1969). Her expressed interest in working is measured by her response to the question, "If you were offered a job by some employer in this area, do you think you would take it?" She was assigned a value of 1 if she responded affirmatively to this question and 0 otherwise.

[27] This is not to say that mothers who were not interested in taking a job would not enter the labor force if free day-care services were provided, but only that in relative terms they would be less likely to do so. The availability of such centers might well have a demonstration effect and draw women into the labor force. However, the opposite effect is also possible if women were not satisfied with the form that such centers ultimately took.

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The "income" effect The labor supply of women, particularly married women, varies inversely with family income (exclusive of the woman's contribution). Therefore, it is hypothesized that the propensity to search for employment will be negatively related to per capita family earnings.

Tastes and preferences The measures of tastes and preferences are educational attainment and race. There are two competing hypotheses for the educational variable. Education may be a proxy for the woman's earning potential, which would lead one to expect a positive relationship between propensity to seek work and education. On the other hand, recent empirical evidence suggests that the negative effect of small children on the labor supply of women varies directly with education.[28] That is, the higher the educational attainment of the mother, the less likely she is to be in the labor force if she has small children. Hence, this should be reflected in a negative coefficient for the educational attainment variable. Since national opinion polls indicate that proportionally more blacks than whites report that they would search for work with the provision of day care centers, it is hypothesized that the coefficient of the race variable will be positive.[29]

Employment opportunities The effect of employment opportunities is measured by two variables. The first is an index which measures the demand for female labor in the local labor market. This variable is expected to be positively related to the likelihood of entering the labor force. The second is a proxy for regional differences in female earnings. Among the Census regions, the Western region appears to offer women a significant earnings advantage.[30] Therefore, it is hypothesized that residing in the West will be positively related to the probability of engaging in market search.

The results[31] Among women who were out of the labor force in the 1971 survey week and who had at least one child three to five years of age, 18 percent, or slightly more than one in six, expressed an interest in

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[28] Hill and Stafford (1974); Jusenius and Shortlidge (1975); and Leibowitz (1974).

[29] The Harris Survey Yearbook of Public Opinion, 1970 (1971).

[30] Sweet (1973).

[31] Means and standard deviations are shown in Table 5.3. The regression results are presented in Table 5.4.

Table 5.3 Means, Standard Deviations, and Hypotheses Associated with the Likelihood of Searching for Work if a Free Day Care Center Were Available in 1971[a]

Variables[b]	Formats	Means	Standard deviations	Hypothesized effects
Family composition				
Adult relative	Dichotomous	.21	.40	-
Teenaged child	Dichotomous	.42	.49	-
Nonmarried	Dichotomous	.08	.27	+
Both infant and preschooler	Dichotomous	.20	.40	+
Mother's labor market behavior and attitudes				
Worked some since 1969	Dichotomous	.13	.34	+
Interest in working	Dichotomous	.16	.36	+
Attitude toward market work	Continuous	10.36	2.29	+
"Income" effect				
Per capita family earnings	Continuous	2494.79	3274.38	-
Tastes and preferences				
Education	Continuous	11.78	2.51	?
Black	Dichotomous	.10	.30	+
Employment opportunities				
Demand for female labor	Continuous	30.28	5.82	+
West	Dichotomous	.14	.35	+
Dependent variable				
Likelihood of searching	Dichotomous	.18	.38	
Number of sample cases	355			

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[a] The universe for this equation consists of black and white women who were out of the labor force at the 1971 survey date, who had at least one child between three and five years of age, and who had ever worked.

[b] The variables are defined in the Glossary, Appendix B.

Table 5.4 Regression Results: Likelihood of Searching for Work if a Free Day Care Center Were Available in 1971[a]

	Coefficients	t-ratios
Constant	26.2	1.70*
Family composition		
Adult relative	-12.0	-2.47**
Teenaged child	- 2.6	-0.65
Nonmarried	4.2	0.55
Both infant and preschooler	4.1	0.88
Mother's labor market behavior and attitudes		
Worked some since 1969	- 1.2	-0.21
Interest in working	31.5	5.86**
Attitude toward market work	0.7	0.86
"Income" effect		
Per capita family earnings [coef. x 10^{-3}]	- 0.7	-1.13
Tastes and preferences		
Education[b]	- 1.9	-2.41*
Black	24.6	3.74**
Employment opportunities		
Demand for female labor	0.1	0.22
West	13.4	2.51**
$\bar{R}^2$	.202	
F-ratio	8.48	
Number of sample cases	355	

* Significant at $\alpha \leq .05$, 1-tail test unless otherwise indicated.

** Significant at $\alpha \leq .01$, 1-tail test unless otherwise indicated.

[a] The universe for this equation consists of black and white women who were out of the labor force at the 1971 survey date, who had at least one child between three and five years of age, and who had ever worked.

[b] Two-tail significance test used for this variable.

searching for work with the provision of a free day care center.[32] Of the variables reflecting the availability of family child care sources, only the presence of an adult relative in the household was statistically significant, being negatively related to the likelihood of the mother's entrance into the labor force. This finding is consistent with the negative relationship between utilization of nonfamily care and the presence of a teenaged child in 1971 found in Section I of the chapter. Neither recent previous work experience nor attitude toward market work appeared to affect the probability of job search. However, having an expressed interest in engaging in market work was positively associated with the probability of looking for work in the event a free day care center were available.

Both educational attainment and race were significant. The significant negative relationship for educational attainment provides further evidence of a possible negative substitution effect between market and nonmarket work associated with the presence of preschool-aged children. That is, better educated women appear to attach a higher value than less educated women to time spent in the rearing of small children, since earnings foregone vary directly with education. As expected, black women expressed a significantly greater interest than white women in looking for work with the provision of day care centers. Furthermore, women living in the West as opposed to other regions of the country expressed a significantly higher interest in engaging in job search. It thus appears that free day care centers are more likely to pull women into the labor force if favorable employment terms such as higher earnings exist.

III SUMMARY, CONCLUSIONS, AND POLICY IMPLICATIONS

An important finding of this research--which resulted in the decision to restrict the analysis to mothers of children between the ages of three and five--is the apparent interaction between variables affecting child care choice and the age of the child for whom the arrangement is being made. In light of that interaction, restriction of the universe was essential because there were simply too few mothers of infants to allow confident estimates of regression coefficients for that group.[33]

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[32] These findings are supported by the results of recent experimental programs using various child care subsidy schemes combined with some form of a negative income tax. See Ditmore and Prosser (1973). Further evidence from Feldmans' study (1972) in central New York state indicates that the absence of child care is not a major constraint on the labor force participation of low income mothers.

[33] This statement obviously casts some doubt on the validity of the conclusion regarding the existence of an interaction effect. However, it is the author's opinion that the issue is of sufficient policy importance to warrant additional statistical analysis using a sample of mothers large enough to examine both the effect of the child's age and race on choice of child care. Until this is done, the finding of age interaction remains tentative.

The availability of other family members within the household reduced both the probability that a working mother arranged for care outside the immediate family while she worked and the probability that a nonworking mother would be induced to enter the labor force by the existence of a free day care center. Although a favorable attitude toward the propriety of mothers working outside the home was positively associated with selection of nonfamily modes of child care in both 1967 and 1971, it was not related to the probability of searching for work with the provision of free center care.

In 1967, per capita family earnings excluding the wage and salary income of the respondent, the respondent's average hourly earnings, and her educational attainment were positively associated with reliance on nonfamily child care. However, by 1971 these variables were nonsignificant. These results coupled with the growth in regional disparities in the use of nonfamily child care between the South and West and other regions of the U.S. suggest a fundamental change in the factors explaining variability in the use of different forms of child care. The 1967 to 1971 period was characterized by a rapid expansion in the number of programs and federal expenditures for child care services. These expenditures were largely directed at low income families, and could be spent on care either in the home or outside the home.[34] Thus, the dramatic expansion in child care services to the poor may well account for the absence of significant variability in the earnings variables by 1971.

The analysis of the probable labor supply impact of free center care indicated that approximately one out of every six mothers who were out of the labor force and had at least one preschool child, would search for employment if free center care were available. Among the factors related to the probability of looking for employment with free center care, the most important was having a predisposition to seek employment. In other words, a policy such as free day care centers would have its greatest impact on women who were only "marginally" out of the labor force. In addition, the effect would be more pronounced among blacks than among whites and in areas with favorable employment opportunities for women.

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[34] However, the federal rules governing the allocation of these monies did specify that certain "qualitative" requirements as outlined by the Federal Interagency Day Care Requirements be met if care were provided by a member other than the immediate family. These requirements were generally ignored by state welfare agencies. Little effort was made by regional federal officials to check compliance with the federal legislation. The emphasis was primarily on the quantity of services made available to low income families rather than its quality. These remarks are based upon an unpublished HEW audit of federal child care expenditures.

The child care issues discussed and analyzed in this chapter have dealt with patterns of child care utilization among employed mothers and the potential impact of free center care on the labor supply of mothers with preschool children. Although a number of child care issues has been presented, it must be kept in mind that they represent only a portion of the total set of policy questions relating to child care. The analysis has addressed issues which reflect the needs of women who either worked outside the home or wanted to work outside the home, but has ignored the important issues related to the educational and developmental needs of young children. To treat them as separate issues is convenient from the standpoint of data analysis, but artificial both from the standpoint of national policy and the family decision making process. That is, a mother's decision to work is influenced by the child care alternatives available to her. She and her family take into account not only the costs of the various arrangements among which she might choose but also the likely impact of a potential mode of child care on the child's own happiness and well-being.

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CHAPTER VI

THE ECONOMICS OF FAMILY MIGRATION

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In this chapter an economic model is developed to explain the decision of families to migrate and the effect of migration on the labor market earnings of men and women. The basic tenet of the model is that family utility, (defined operationally as the labor market earnings of the husband and wife, the wife's leisure, and the husband's leisure) is maximized. The model suggests that the labor market involvement of the wife is a significant consideration in a (husband-wife) family's decision to migrate.

The data from the National Longitudinal Surveys are well suited for empirical testing of the model. The Surveys provide the opportunity to examine the change in labor market earnings of families and individuals over a five-year period. The availability of data on migratory status as well as on other personal characteristics of women and their families permits the direct testing of the model.

The finding that although family labor market earnings of migrants increase faster than nonmigrant families' earnings, the earnings of migrant wives increase slower than the earnings of nonmigrant wives is consistent with the model. There is evidence that the improvement in the husband's earnings associated with geographic mobility is greater than the earnings loss suffered by the wife, making the decision to migrate rational from the point of view of the family unit. The negative relationship between the wife's employment prior to the move and the likelihood of family migration supports the main implication of the model.

The chapter is organized in the following manner. Section I reviews previous research on geographic mobility that considers female migration either explicitly or indirectly while examining male migration. In Section II a family utility maximization model is used to derive implications with regard to the probability of migration by the family and the effect of migration on individual and family earnings. In Section III these implications are tested using multiple regression analysis of data for women who were 35 to 49 years of age in 1972. The implications of the empirical estimates for the economic welfare of women and for interpreting the observed earnings distribution are discussed in Section IV.

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I SURVEY OF THE LITERATURE

> Woman is a greater migrant than man. This may surprise those who associate women with domestic life, but the figures of the census clearly prove it.[1]

In spite of this early statement by Ravenstein, the separate study of geographic mobility among women has been virtually ignored by students of migration. The reason is straightforward: married women are assumed to migrate because their husbands migrate.[2]

Lansing and Mueller, for example, virtually ignored women in their large-scale study of geographic mobility. The omission is based on "the general finding that migration rates are in general similar for the sexes. Ordinarily husband and wife migrate together. It is that fact which has made it possible to focus attention on the mobility of heads of families in the present study."[3] Gallaway, in comparing the earnings of migrant men and women to the earnings of their nonmobile counterparts using Social Security data from 1957-1960, found that "while female mobility flows are uniquely different from those for men and the most obvious hypothesis for explaining this would be that of 'tied' movement among women."[4]

Some researchers, however, have analyzed migration rates of men according to their marital status and, where applicable, the employment status of their wives. A search of the existing literature reveals only relatively simple tabular analyses and no explicit modeling.[5] This literature has been written mainly by demographers and sociologists.

Ann Miller found that women interstate migrants had lower subsequent labor force participation than male interstate migrants and, after differences in marital status composition for each age group are removed,

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[1] Ravenstein (1885), p. 196.

[2] For nonmarried women who move, application of male migration models is presumably appropriate.

[3] Lansing and Mueller (1967), p. 40. (In their appendix the authors report a regression equation [dependent variable: family moved in the year before the survey] where the coefficient for the variable "wife is working" has the expected negative sign and a t-value of 1.34).

[4] Gallaway (1969), p. 57.

[5] Becker (1974, p. 1007), however, writing about social interaction, illustrates a more general argument about decision making of the head of household with the following statement: "For example he would not move to another city if his spouse's or children's income would be decreased by more than his own income would be increased."

"white females who were interstate migrants were less likely to be in the labor force than the average."[6] Unfortunately, Miller could not obtain migration data cross-classified by marital and labor force status simultaneously, so her evidence is only indirect. Also, as Masnick (1968) pointed out, she used labor force status after the migration period rather than at the outset, so inferences about the cause of the migration could be misleading.

Using data from the 1970 Census, Larry Long (1974) found that men whose wives worked in 1965 were less likely to have made long distance (interstate) moves between 1965 and 1970 than men whose wives were not employed in 1965. He also found that the likelihood of a wife dropping out of the labor force was increased by a long-distance move. Since certain factors (e.g., husband's education) that may influence the probability of migration may also be related to labor force participation of the wife, Long's simple tabular analysis is only suggestive and not conclusive.

While it is undoubtedly true that most migration involves family units and that the migration of husband and wife occurs jointly, the possibility that the wife's welfare is considered in the family's decision to migrate should not be ruled out. It is at least desirable to study the effect of migration on women's earnings and to test the hypothesis that the wife's employment is considered in the decision to migrate. These are the objectives of this chapter.

II A THEORY OF FAMILY MIGRATION

The Model

In our development of a two-location, work-leisure choice model nonpecuniary benefits from working or living in either location are ignored. The family is assumed to attempt to maximize its utility, which is posited to depend on total family income, the wife's leisure and the husband's leisure. Total family income is a function of the wage rates of husband and wife and the amount of labor each offers.[7] The present model differs from the standard labor supply model in that the family is allowed to migrate, thereby changing husband's and wife's wage rates. If the family does migrate, moving costs are subtracted from total family income.

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[6] Miller (1966), p. 61.

[7] We make the simplifying assumption that family income consists of only the labor market earnings of the husband and wife. Inclusion of nonlabor income or labor market earnings of other family members would not change the conclusions.

The choice of residence depends not only on the wage rates obtainable by the husband and wife but also on their tastes for market work. A high potential wage for the wife in a new location would not provide an incentive for the family to migrate if the wife would not choose to work at that wage. Hence, for families where the wife would not work at any conceivable wage, the decision to migrate becomes a function of the husband's labor market opportunities only. If the wife is willing to work at certain wage rates (the husband's wage is also a determinant of the number of hours the wife offers to the labor market), then her labor market opportunities become a consideration in the family's location choice.

The greater utility achieved in the new location for the migrant family can be associated with a change in its labor supply. Thus the new set of wage rates available to the migrant family can lead to increased income and the same amount of leisure, increased leisure at the same level of income, increased leisure which more than compensates for reduced family income, or increased family income which more than compensates for reduced leisure. It is also possible for the total family labor supply to remain unchanged while the wife and husband change their individual hours of work in response to the new market wages.[8]

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[8] In more formal terms, the model may be represented by the four equations shown below. Equation 1 sets forth the determinants of family utility. The time and budget constraints depicted by equations 2a, 2b, and 3 are similar to those generally employed in the conventional theory of labor supply. Equation 4 indicates the possibility of the family's changing its budget constraint through migration.

$$U = U(L_w, L_h, Y_f) \tag{1}$$

$$D_w + L_w = \bar{T}_w \tag{2a}$$

$$D_h + L_h = \bar{T}_h \tag{2b}$$

$$Y_f = Y_w + Y_h = W_w D_w + W_h D_h \tag{3}$$

$$Y'_f = Y'_w + Y'_h - M = W'_w D'_w + W'_h D'_h - M \tag{4}$$

where: U = family utility

L_w = the wife's leisure (including non-market work)

L_h = the husband's leisure

Y_f = total family (labor market) earnings

D_w = the wife's labor supply

As a consequence of migration, the family faces a new set of temporary and permanent market prices on which it bases its behavior. Since there are costs to job switching, and since job search often requires flexible hours, newly migrant women might refuse low-paying jobs that would be immediately available in order first to search the new labor market extensively. In addition, the increased value the family places on the wife's time in setting up the new household might initially keep her out of the labor force. Hence, we would expect to observe higher unemployment rates and lower labor force participation among new migrants than among other married women.

Fertility plans, by differentiating the costs associated with moving among families, can affect migratory behavior. If the wife were planning to drop out of the labor force irrespective of the decision to move, the cost to the family of setting up a household in a new location is reduced and there is a greater likelihood of migration. On the other hand, if as a result of migration the wife's wage rate is decreased or the husband's wage rate is increased, then she may decide to work fewer hours (or not at all) and revise her fertility plans.

The model can be extended to consider explicitly the welfare of children and other family members. Family migration may impose a cost on children through interruption of schooling. In order to minimize this cost, inter-city migration is likely to be timed to occur during the summer months when schools are not in session. Families with school-aged children are less likely to move than otherwise similar families.

D_h = the husband's labor supply

$\bar{T}_w$ = the wife's total available time (a constant)

$\bar{T}_h$ = the husband's total available time (a constant)

Y_w = the wife's (labor market) earnings

Y_h = the husband's (labor market) earnings

W_w = the wife's wage rate

W_h = the husband's wage rate

M = moving costs

Y'_f, Y'_w, Y'_h, D'_w, D'_h, W'_w, W'_h, L'_w, L'_h are the respective variables after migration has taken place.

Search Behavior, the Wife's Employment, and Geographic Mobility

In terms of the foregoing model, the employment position of the wife will influence the family's migration behavior only if it affects the likelihood that the family's utility will increase by changing residence. This influence can be indirect, affecting job search behavior that precedes or coincides with migration.

The model presented describes the family migration decision when the labor market options in a distant labor market are known. It is useful to extend the model to incorporate rational search behavior for the family. Following McCall (1970) and Gronau (1971), geographic job search will occur if the expected return to that search exceeds its cost.

In a family context, the reduction in the earnings of a spouse is a cost of migration. Since this reduction is potentially quite large for the husband, it often does not pay for the wife to search for a job in a distant area until the husband has obtained satisfactory employment there. Hence, given the low market wage opportunities for many married women, their husbands' employment will preclude their initiation of job search outside of the area of current residence.[9] Likewise, potential reduction in the wife's earnings is considered by the husband to be a cost of a geographical job change on his part and will constrain both his search behavior and actual family migration.

The wife's working makes one type of job search extremely costly for the husband: moving first then searching for a job on arrival at the destination. Husbands whose wives are working are likely to devote relatively more resources to local than distant labor market search compared to husbands who are the sole family breadwinners. The latter, *ceteris paribus*, are then more likely to obtain acceptable job offers in distant regions.

If rational job search procedures are followed, the probability of an improvement in total earned income as the result of migration is lower for a two-wage-earner family than for a family with only one person in the labor market. Consider, for instance, a geographic change that would increase the present value of husband's earnings by $1,000, where the moving costs are $500. Suppose there are two otherwise similar families, one where the loss (or change) of the wife's job will result in a decrease in the present value of her earnings of $600 and one where the wife does not work (hence, no dollar net loss). It is obvious that the move would be worthwhile for the family with the wife out of the labor force but not for the family with the working wife. Hence, consideration of the wife's labor market earnings in this example makes one family's migration unlikely, and the other family's migration probable.[10]

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[9] The smaller the amount of distant job search a spouse engages in, the lower is the likelihood that person will exert a positive influence on the decision to move. Stigler (1962) has shown that the optimal amount of job search is positively related to the amount of time expected to be spent on the job in the future. Since the average expected labor force participation for married women is less than that of married men, husbands will, on average, conduct more search than their wives. Our explanation of search behavior of two-labor-market-participant families is based on the existing male-female earnings distribution and on the labor force participation pattern of married women. If their expected period of labor force participation increases, married women will more likely initiate geographical job search.

Since it is reasonable to assume that the wife will search for a job in a different geographic area only after the husband first receives a job offer in that area, the likelihood that the wife's labor market opportunities will have a positive influence on the decision to migrate is minimal.[11] Hence, we would expect to observe, ceteris paribus, less geographic movement among families where both husband and wife are working and expect to remain in the labor market than among other families.[12]

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[10] Net migration has taken place from low wage areas to high wage areas. However, if an individual often can find a job in a low wage area that pays more than the one he presently has, some migration will be in the opposite direction. If the wage offers to males and females are positively correlated, we would expect families with both husband and wife working to be more likely than other migrant families to move from low to high wage areas.

[11] It is possible for the wife, faced with a different budget constraint, to reduce her labor supply in the new location. That is, given the wage rate she could earn and the increased earnings of her husband, the family places a higher value on her time than the market does so she increases her leisure or nonmarket work and reduces her hours of work. While this action lowers a cost of moving, it cannot be considered an incentive to migrate. It is clear from the text that a reduction in the wage offered the wife (ceteris paribus) can only be a deterrent to migration. Hence, the only remaining influence on both migration and the wife's labor supply is the change in the husband's earnings. The increased utility from the wife's changed labor supply behavior is an effect of the husband's increased earnings and not by itself sufficient incentive for family migration.

[12] Studies of male migration (see Bowles [1970], Schwartz [1968], and Sjaastad [1962]) have shown that age and education affect the likelihood of migration. These factors are ignored in the model presented in order to concentrate on the effect of the wife's employment.

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Family Income and the Migration Decision

In this section a model of the migration decision is presented based on the assumption that the family's objective is to maximize total family income. Let the present value of the family's earnings stream be equal to the sum of the present value of the labor market earnings of the husband plus the present value of the labor market earnings of the wife.[13]

If a family acts rationally and decides to move, it must expect the present value of the returns to migration to exceed the cost of migration. That is, the expected earnings stream after migration must be greater than the expected earnings without migration. For the household with two persons willing to work it is not possible to say anything about the income stream of either spouse separately without additional information. Maximization of family earnings implies that the sum of the two persons' income streams must increase. This can happen if both increase or if the increase in the income stream of one spouse is greater than the reduction of the income stream of the other (plus the cost of moving).

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[13] Formally, this can be represented as:

$$(5a) \quad \sum_{t=1}^{t=R} Y_{ft} (1+i)^{-t} = \sum_{t=1}^{t=R} Y_{wt} (1+i)^{-t} + \sum_{t=1}^{t=R} Y_{ht} (1+i)^{-t}$$

or

$$(5b) \quad F = W + H$$

where: Y_{ft} = family's earnings in year t (without migration)

$Y_{wt}(Y_{ht})$ = the wife's (husband's) earnings in year t

i = rate of discount

R = year of retirement; R_w, (R_h) is the year of retirement for the wife (husband)

F, W, H = the present value of family, the wife's and the husband's lifetime earnings (without migration)

M = the present value of the moving cost

Y'_{ft}, Y'_{wt}, Y'_{ht} = earnings after migration

Y', W', and H' = the present value of earnings after migration.

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The motivation for a family's migration could be due solely to improvement of the husband's earnings if the negative effect on the earnings of the wife is offset by the husband's improvement.[14]

The model immediately yields a testable hypothesis: Migrant families expect their total labor market earnings stream after migration to be greater than their expected earnings would have been without migration. Assuming that expectations are fulfilled (in the aggregate), and using earnings in a single year as a proxy for the earnings stream, the hypothesis can be tested with the NIS data. When relevant personal and labor market characteristics are controlled, it is hypothesized that the increase in labor market earnings of migrant families (between a year before and after migration) should be greater than the increase for nonmigrant families.[15] For married women the relevant earnings figure is the sum of their own plus their husband's labor market earnings while for single women only their own earnings are relevant.

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[14] Excluding nonpecuniary cost and returns, all of this can be stated in the following terms:

$$F' - M > F. \quad (6)$$

If moving costs are positive and the family moves, (6) implies:

$$H' + W' > H + W \quad (7a)$$

if both husband and wife are willing to work

$$H' > H \quad (7b)$$

if only the husband is in the labor market

$$W' > W \quad (7c)$$

for the household with only the wife in the labor market.

While this model is developed for husband-wife families, it can be used to analyze the migration of single women or single men since their behavior would be identical to that of husband-wife families where only one person worked.

[15] Factors other than migration (e.g., level of education and age) affect the change in a person's earnings. Theoretical explanations of the effects of these variables can be found in Becker (1964).

II EMPIRICAL RESULTS

In this section, hypotheses developed from the model of family migration are subjected to empirical tests. These involve two aspects of migration: the determinants of migration and the effect of the geographic movement on family and individual earnings.

The Likelihood of Migration

The dependent variable used in the regression analyses is a dummy variable with the value "1" if the family is migratory and the value "0" otherwise.[16] A family is considered to have migrated if the respondent reports that her county or SMSA of residence is different in at least one survey year (1968, 1969, 1971, and 1972) than it was in 1967.[17]

The probability of a family's moving depends on labor-market-related personal characteristics of each labor force participant. If migration is looked at as an investment, it is clear that the incentive to move should decrease with age, since the length of time for the person to reap benefits from moving decreases and the psychic costs of moving probably increase with age. Since the geographic scope of the labor market is likely to be larger for the highly educated than for the less educated, migration is expected to be positively related to education.[18] The presence of school-aged children is expected to inhibit family migration.

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[16] Because of econometric problems associated with estimation when the dependent variable can only take the values "0 or 1," (Theil [1971], pp. 632-633) logit analysis has also been used. The dependent variable was converted to the natural logarithm of the relative probability of migrating (i.e., $\ln \frac{P}{1-P}$. These results, which yield the same conclusions as the ordinary least squares regressions, are shown in Appendix Tables 6A-1 and 6A-2.

[17] Approximately 11 percent (248) of the families of white married women (same spouse present all survey years) are defined as migrants under this definition. Between 1968 and 1971, (the only period to which data on distance moved is available), 68 percent of the migrants moved more than 100 miles and 81 percent moved more than 50 miles. Seventy-eight percent of the 1967-1971 migrants were living in the same Census division in 1971 as in 1967. Since attrition from the sample during the later years of the survey has occurred when respondents moved without leaving a forwarding address, our estimates probably understate the magnitude of family migration.

[18] Bowles (1970) and Schwartz (1968) explain the positive correlation between migration rates and educational level by hypothesizing that those with more education have better access to labor market information for distant regions.

For our purposes, however, the variables alluded to above may be considered to be control variables; our chief interest lies in examining the effect of the wife's labor force commitment on the migration decision. Since it has been shown that a family is probably less likely to improve its economic position by migration if two persons rather than one are working, the likelihood that a family will move is expected to be inversely related to the labor force commitment of the wife. Thus, the crucial coefficients are those for (1) the dummy variable for employment status, 1967 and (2) tenure with 1967 employer.

The regression results for white women are presented in Table 6.1.[19] The regression coefficients exhibit the expected signs. The significant (at the 1 percent level, one-tail test) negative signs of the regression coefficients for these variables when used separately in the equations confirm our hypothesis. That is, the families of women who work are less likely to move than are families of other married women, and the likelihood of migration decreases the longer they have worked for their 1967 employer.

When the only independent variable in the regression equation is employment status, its regression coefficient can be interpreted as the gross effect of working on the probability of family migration. The respective net effects of employment status and tenure on family migration are the coefficients of these variables in those equations where the husband's age and education are also included as independent variables. The positive differential between the gross and net effect of the wife's labor force participation on migration is an indication of the correlation of some of the other independent variables with both the dependent variable (migration) and the employment status of the wife. In particular, greater educational attainment of the husband is associated both with lower labor force participation of the wife and with a higher probability of mobility for the family.

Table 6.2 is constructed by using the information from equation (4) for a (white) family with the sample's husbands' mean education (12.0 years) and husbands' mean age (40.4 years). We find that the likelihood of family migration between 1967 and 1972 is 14.0 percent if there were no children in the household and the wife did not work in 1967; the likelihood is only 4.5 percent if there were school-aged children present and the wife's 1967 job tenure was 10 years. Not only does family migration vary inversely with the wife's employment status, but this inverse relationship is stronger the longer she has worked at her job (bottoming out at 14 years).

The Effect of Migration on Earnings of Husband-Wife Families

The coefficient of the dummy variable representing migration status in a regression equation where the dependent variable is change in family's

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[19] The small number of black migrants in our sample precluded a separate analysis for this group.

Table 6.1 Regression Results: The Determinants of Family Migration[a]

(t-ratios in parentheses)

Variable	Equation (1)	Equation (2)	Equation (3)	Equation (4)	Mean	Standard deviation
Constant	.120 (14.48)***	.095 (1.67)**	.119 (16.28)***	.090 (1.58)*		
Employed wife, 1967 (dummy)	-.0356 (- 2.20)**	-.0283 (-2.20)**			.41	.49
Husband's age, 1967		.00264 (-2.45)**		.00240 (-2.22)**	40.4	6.0
Husband's education, 1967		.0122 (6.02)**		.0123 (6.05)***	12.0	3.2
Children aged 6-18 (dummy)		-.0217 (-1.25)		-.0262 (-1.51)*	.84	.37
Wife's job tenure, 1967			-.0111 (-2.87)***	-.0107 (-2.77)***	1.99	4.29
Wife's tenure squared			.000359 (1.62)*	.000383 (1.74)**	22.4	75.0
$\bar{R}^2$	.003	.023	.006	.026		
F-ratio	7.6	15.0	7.8	13.5		
Number of sample cases	2,322	2,322	2,322	2,322	2,322	2,332

* Significant at $\alpha \leq .10$, 1-tail test.

** Significant at $\alpha \leq .05$, 1-tail test.

*** Significant at $\alpha \leq .01$, 1-tail test.

[a] The universe consists of married white respondents whose spouses were present in all survey years. The dependent variable is a dummy variable with the value of "1" if the respondent reports that her SMSA or county of residence in 1967 was different than her residence in 1968, 1969, 1971, 1972 and "0" otherwise.

(husband plus wife) or husband's labor market earnings represents the change in earnings associated with migration. By controlling for personal characteristics (i.e., age and education) and base year earnings it is possible to isolate the net effect of migration on earnings.[20] By comparing the estimates of migration coefficients for change in family's earnings with those for change in husband's earnings, it is possible to estimate the effect of migration on the wife's earnings. Table 6.3 shows the regression results when change in husband's earnings and change in family earnings between 1966 and 1971 are the dependent variables.[21]

Table 6.2 Probability of Family Migration, 1967 to 1972, by Wife's Job Tenure and Presence of School-Aged Children

(Percent)

Presence of children, aged 16-18 in family Wife's tenure at 1967 job	No children aged 6-18	Any children aged 6-18
0 Years	14.0	11.4
5 Years	9.6	7.0
10 Years	7.1	4.5

Source: Calculated on the basis of regression coefficients in Equation (4), Table 6.1. For method of calculation, see text.

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[20] To the extent that earnings of migrants prior to their move are larger than those of nonmigrants, the observed earnings gain to migrants measured in absolute terms might only reflect equivalent increases in relative terms. Controlling for base year earnings eliminates this ambiguity in the interpretation of the earnings change. The estimates of the effect of migration on earnings, however, are not affected by the inclusion of base year earnings as an independent variable.

[21] There were only six migrants in the sample of 219 black women who reported the information necessary for the earnings analysis. The results for these women are not reported here because of the small sample size.

Table 6.3 Regression Results: Change in Husband's (HI71-66) and Family's (FI71-66) Labor Market Earnings, 1966 to 1971, by Year, Frequency, or Reason for Migration[a]

(t-ratios in parentheses)

Variable	Type of migrant and dependent variable					
	1967-1971 Migrants		Multiple migrants		Intrafirm transfers (1968-1971)	
	DEP= HI71-66	DEP= FI71-66	DEP= HI71-66	DEP= FI71-66	DEP= HI71-66	DEP= FI71-66
Constant	3,162 (3.37)***	3,610 (3.47)***	3,146 (3.36)***	3,596 (3.46)***	3,175 (3.39)***	3,617 (3.48)***
Husband's education	156 (3.87)***	255 (5.76)***	163 (4.07)***	259 (5.91)***	163 (4.07)***	259 (5.90)***
Husband's age, 1967	-69.7 (-3.58)***	-63.1 (-2.90)***	-69.3 (-3.57)***	-63.0 (-2.89)***	-69.7 (-3.59)***	-62.9 (-2.89)**
Migration dummy	1,174 (2.93)***	952 (2.14)***	5,054 (3.69)**	3,945 (2.59)***	2,436 (3.05)***	2,125 (2.40)***
Husband's earnings, 1966	.103 (2.90)***		.101 (2.85)***		.098 (2.74)***	
Family earnings, 1966		.017 (0.47)		.018 (0.47)		.013 (0.36)
$\bar{R}^2$	.063	.057	.067	.059	.064	.059
F-ratio	18.7	17.1	20.0	17.6	18.9	17.4
Number of sample cases	1,055	1,055	1,055	1,055	1,055	1,055

* Significant at $\alpha \leq .10$, 1-tail test.

** Significant at $\alpha \leq .05$, 1-tail test

*** Significant at $\alpha \leq .01$, 1-tail test.

[a] Universe consists of married white respondents whose spouses were present in all survey years and who had lived in 1967 SMSA or county of residence for at least two years. For means and standard deviations of the variables, see Appendix Table 6A-3.

The control variables in the regression equation are worthy of some discussion. The negative coefficient for husband's age (experience) and the positive coefficient for the variable reflecting the number of years of education are consistent with the theory of human capital. Since the dependent variable is change in earnings we are, in effect, examining an experience/earnings profile. Since theory suggests that investment in on-the-job training is positively associated with education and negatively associated with age, it is expected that younger individuals and more educated individuals will exhibit, *ceteris paribus*, faster earnings growth than their older or less educated counterparts. Thus our finding using the panel data is consistent with the cross-sectional results of other researchers.[22]

Table 6.4 shows the net effect of migration between 1966 and 1971 on the labor market earnings of the husband and on the combined labor market earnings of the husband and wife. The earnings of migrant husbands increased more than those of nonmigrant husbands, and family earnings of migrants increased more than those of nonmigrant families. The difference between these two figures, obtained from regressions using the same sample, implies that the earnings of nonmigrant wives went up faster than those of migrant wives. For example, the coefficient 952 indicates that the total labor market earnings per year of a migrant family grew $952 more than an average nonmigrant family between 1966 and 1971. While on average the migrant husband's earnings grew by $1,174 more than the earnings of a nonmigrant husband, a migrant wife's yearly earnings grew $222 *less* than those of a nonmigrant wife. That is, although migration seems to lead to an improvement in the earnings of the family unit, implying that the move is economically rational, the earnings position of the wife deteriorates as a result of the move.

The results (see Table 6.4) show that for families that moved *more than once* between 1967 and 1971 (multiple migrants) and for those families that moved because the husband received an *intrafirm transfer* between 1968 and 1971, labor market earnings grew substantially faster than the earnings of other migrant families. The reason for the above-average gain can be traced to the improvement in the earnings of the husbands, since the wives in these groups fared worse than the wives of all other migrants.

To provide some insight into the source of the earnings loss to migrant wives, we regressed the change in the number of weeks worked by the wife on the migration dummy variables and the number of weeks she worked in 1966 (Table 6.5). The statistically significant negative coefficients for the migration dummies in these equations indicate that the slower growth

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[22] Since, as we have seen in the likelihood-of-migration equations, the probability of migration is positively associated with education and negatively associated with age, the omission of age and education from the change-in-earnings equation would lead to overstatement of the returns to migration.

Table 6.4 Difference in Growth of Migrants' and Nonmigrants' Annual Earnings between 1966 and 1971

Year, frequency, or reason for migration \ Group	Family's earnings (dollars per year)	Husband's earnings (dollars per year)	Wife's earnings (dollars per year)
1967-1971 Migrants	952	1,174	- 222
Multiple migrants	3,992	5,120	-1,128
Intrafirm transfers (1968-1971)	2,149	2,490	- 341

Source: Calculated on the basis of regression coefficients in Table 6.3.

Table 6.5 Regression Results: Change in Weeks Worked by Wife, 1966 to 1971, by Year, Frequency, or Reason for Migration[a,b]

(t-ratios in parentheses)

Variable	1967-1971 Migrants	1969-1971 Migrants	Multiple migrants	Intrafirm transfer (1968-1971)
Constant	14.77 (17.77)***	14.66 (17.97)***	14.45 (17.76)***	14.44 (17.68)***
Weeks worked, 1966	- .446 (-16.21)***	- .446 (-16.25)***	- .447 (-16.23)***	- .446 (-16.17)***
Migration dummy	- 5.80 (- 2.47)***	-12.09 (- 3.17)***	-16.17 (- 1.99)**	- 6.69 (- 1.42)*
$\bar{R}^2$	.201	.204	.200	.198
F-ratio	134	136	132	131
Number of sample cases	1,055	1,055	1,055	1,055

* Significant at $\alpha \leq .10$, 1-tail test.
** Significant at $\alpha \leq .05$, 1-tail test.
*** Significant at $\alpha \leq .01$, 1-tail test.
a See Table 6.3, footnote a.

in the earnings of migrant as compared to nonmigrant wives is in part due to reduced market work. An examination of the change in weeks worked for 1969-1971 migrants shows that the difference in weeks worked between migrants and nonmigrants narrows with the passage of time. This implies that the initial reduced work effort represents a cost of migration for the wife rather than a change in taste for work. It seems to be advantageous for the family if the migrant wife temporarily foregoes market work in order to set up the new household as well as to search for a more desirable job.[23]

Marital Status and the Effect of Migration on Women's Earnings and Labor Supply

A clear implication of the model is that migration will occur for single women (all one-person families) only if the move is expected to lead to an increase in utility. Since this condition does not necessarily hold for married women (or any individual members of multi-person households), we would expect to observe, on average, a greater increase in the personal welfare due to migration for single than for married women. While own earnings may not be a good proxy for welfare for all married women, change in earnings may be regarded as a first approximation to change in welfare for those women who desire to work full-time. Hence, changes in earnings and in weeks worked of migratory women who worked more than 1,400 hours in 1966 have been analyzed, using a sample containing both married (spouse present) and never married women. Although we found that single migrants fared much better than married migrants in terms of changes in earnings, in part due to their greater number of weeks worked after migration, there were only ten single women in the sample who migrated between 1967 and 1971. Hence, the empirical support for the model was not statistically significant and is not reproduced here.

III CONCLUSIONS

The empirical results are consistent with the theory. On the one hand, the labor market orientation of the wife seems to be taken into consideration in the decision of a family to migrate. On the other hand, the migration of the family increases the earnings of the husband and decreases (relative to what it would have been) the labor market earnings of the wife. In contrast, the earnings of never-married women increase after moving. Since family earnings have been shown to increase as a result of migration, the decision to migrate is rational from the viewpoint of the family.

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[23] An examination of the weeks unemployed for migrant wives for the survey periods close to the time migration took place seems to indicate that most of the reduced work effort is due to withdrawal from the labor force rather than job search.

The data are consistent with the hypothesis that the contribution of the wife to family income is considered, but that the positive effect of migration on husband's earnings outweighs the negative effect of migration on the wife's earnings. If the participation of women in the labor force continues to increase, this may have a limiting effect on the geographic mobility of the male labor force. Moreover, to the extent that female employment becomes less casual and women develop greater attachment to their jobs (i.e., there is more firm-specific training and concomitant earnings premiums), this effect could be intensified.

This study documents the often harmful effects of migration on the earnings of married women. This is not to say that migration is involuntary for them in the usual sense, but to emphasize that what is beneficial to the welfare of the family (and the wife as a family member and consumer of family income) is nevertheless consistent with lower labor market earnings of the wife. The interruption of women's careers is often an effect of migration and the maximization of the utility of the family unit. We have uncovered no evidence that the labor market earnings of the husband are a more important consideration than those of the wife. Our data only tell us that, given the jobs held by men and those held by women, the earnings improvement for men resulting from geographic movement is large enough to offset their wives' loss in market earnings. Furthermore, there is some evidence that the wives' loss in market earnings is only a temporary phenomenon due in part to reduced market work in the period immediately following the move.

Finally, it seems that we have shown an additional reason for differences in the earnings of men and women. Family decision making often restricts the wife's choice of job and reduces her continuity of employment. An employer's awareness of the possibility of her leaving her current residence and, hence, her current job in spite of pay premiums which would make this job the best available to her, will be likely to lower his investment in her human capital. Even if on average the tenure of males in particular firms is no greater than that of females, the lack of influence of differential salary payments on the behavior of some married women employees might rationally lead employers to treat female and male employees differently. On the other hand, if the woman's geographic mobility is restricted by the permanence of her husband's job, the employer is able to discriminate and pay her lower wages than she could be receiving at an alternative job (in a different geographic area).

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CHAPTER VII

VOLUNTARY JOB CHANGING

Herbert S. Parnes and Gilbert Nestel*

Labor mobility--the movement of workers among jobs--is a process that imparts flexibility to the utilization of human resources at the same time that it contributes to the pursuit of individual self interest. Conventional economic theory assumes that workers make voluntary job changes in response to differentials in "net economic advantage," especially wage differentials. To the extent that wage differentials signify the relative social importance of different jobs as measured by the market, when workers move in the direction of higher paying jobs they are at the same time increasing their contribution to the social product.

Interest in labor mobility, then, stems both from a desire to examine the allocative efficiency of the labor market and from a concern for the degree to which the labor market actually serves the interests of the individual. In this paper our focus is on several aspects of the voluntary interfirm mobility of women in their thirties and forties. The paper is divided into four major sections. In Section I a conceptual framework for the empirical work is presented. Section II contains an analysis of the propensity of women to make job changes. A question contained in the 1972 interview schedule was designed to permit this kind of analysis: "Suppose someone in this area offered you a job in the same line of work you are in now. How much would the new job have to pay for you to be willing to take it?" Each respondent's answer was related to her current average hourly earnings, yielding a measure of the degree of attachment of the woman to her current employer or, what amounts to the same thing, her propensity to respond to more attractive alternatives elsewhere. The analysis will be directed at identifying the factors associated with variation in propensity to change jobs.

The third section of the paper analyzes the factors related to the likelihood of an actual voluntary job change between 1969 and 1971 among women who were employed in both years.[1] The fourth section is devoted to

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[1] It is not possible to examine voluntary job changes over the entire five-year period covered by the surveys, since it was not until the 1969 interview schedule that voluntary and involuntary job separations were differentiated. Thus, the alternatives were to examine job changes between 1969 and 1971, between 1969 and 1972, or between 1971 and 1972. The

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an examination of the consequences of voluntary interfirm job changes over the same two-year period in respect to earnings and job satisfaction. The purpose, in other words, is to ascertain whether voluntary movement appears to produce higher earnings and/or greater job satisfaction. In each case the voluntary movers will be compared with those who remained in the same jobs and those who were involuntarily separated from their 1969 jobs. In the final section of the chapter, the findings are summarized.

I CONCEPTUAL FRAMEWORK AND METHOD OF ANALYSIS

There is some ambiguity in the use of the term "labor mobility." In much of the economic literature on the theory of labor allocation and wage determination, mobility refers to the propensity of workers to respond to perceived differentials in economic advantage. On the other hand, since measures of propensity are very uncommon, the term "mobility" is also frequently used to refer to the actual movement of workers among jobs. In order to avoid this confusion, we shall use the term mobility consistently to refer to actual job changing. The term "mobility propensity" will be used to refer to the receptivity of an individual to alternative job opportunities. The likelihood that a woman will make a voluntary interfirm job change may be viewed as a resultant of her *propensity* to make such a move and her *opportunities* for doing so.[2] In the remainder of this section we discuss in turn each of these determinants of mobility.

Propensity to Move

The readiness of an employed woman to exchange her current job for a higher paying job in the same line of work may be thought of as being influenced by the relation between a set of her own personal characteristics on the one hand and the characteristics of her job on the other. To begin with, the interaction between the terms and conditions of her employment and her value hierarchy produces a level of *satisfaction* with her job that is hypothesized to be inversely related to her propensity to leave it. That is, the more positive the woman's attitude toward her job, the greater the psychic costs of a separation. However, although job satisfaction is related to propensity to move, the latter is not exclusively a funtion of the former. Characteristics of the worker and of the work situation can

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1969-1971 option was chosen in order to maximize the comparability of the data with a similar set of data for middle-aged men (Parnes and Nestel, 1974). It also has the advantage of permitting a measure of unemployment experience in the period following the job change.

[2] A number of comparable formulations have been suggested both by labor economists and by organizational theorists. See, for example, Stoikov and Raimon (1968); Parker and Burton (1967); March and Simon (1958), Chapter 4.

combine to produce different propensities to move for workers with the same degree of satisfaction. For instance, a woman who places a high premium on security may be unwilling to sacrifice her seniority despite dissatisfaction with her job on other grounds, while an equally dissatified worker who is less concerned with security may have fewer reservations about leaving.

Propensity to move is expected to be inversely related to tenure in current job for both economic and psychological reasons. Long service provides a degree of protection against layoffs as well as advantages relating to such fringe benefits as vacation allowances and pension rights. In addition, it is reasonable to believe that the social and psychological bonds to a particular work place become stronger with the passage of time. Age is expected to inhibit the propensity to move because of the shorter payoff period for the new job as age increases, and also because the risks associated with a change probably increase with age as the result of typical employer hiring preferences.[3] Marital and family status may also influence the propensity of women to change jobs. It seems likely, for example, that the constraints imposed by marital and familial obligations have an inhibiting effect on the propensity to move in response to wage differentials. In other words, factors like location and work schedule may loom larger than wage considerations in the labor market decisions of married women, especially those with young children. Finally, we introduce into the analysis the race of the respondent not because we are prepared to offer an hypothesis relating to this variable, but simply to ascertain whether there are racial variations in propensity to change jobs.

Opportunities for Movement

The propensity factors outlined above are relevant to the analysis presented in the following section of the paper. However, the likelihood of an actual voluntary job change depends, in addition, on factors affecting the opportunities for movement. These, in turn, are related to labor market conditions and to the characteristics of the worker that measure the extent of her knowledge of alternative opportunities, her initiative and vigor in seeking them out, and her attractiveness to other employers.[4] Our data permit us to develop only a few measures of opportunity for movement. Two of these--age and race--are variables that have already been discussed in the context of propensity to move. In the context of opportunities, age and being black are expected to bear an inverse relationship to the opportunity for movement because of the typical hiring preferences of employers.[5]

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[3] It might appear at first thought that this factor would not be relevant in the present situation, since the respondent is reacting to a job which she presumably can have. However, since there is no assurance that she will be able to keep the new job, especially in view of the low seniority she will have, it is logical for the woman to take into account the availability of alternatives--and this is influenced by her age.

[4] Cf. March and Simon (1958), pp. 100-106. In the March and Simon formulation, it is the perceived ease of movement rather than the objective opportunities for movement that are referred to.

In addition to these two variables that are conceptually linked to both propensity and opportunity, there are two variables reflecting opportunities alone that we expect to be related to the likelihood of voluntary movement. One of these is a measure of the relative attractiveness of the respondent to other employers; specifically, women whose educational attainment is below average for their occupational category are expected to be relatively less attractive to other employers and therefore less likely to make voluntary job shifts, other things being equal. Second, the likelihood of a voluntary job change is hypothesized to be negatively related to a woman's position in the wage structure, since workers whose hourly earnings are below average for their occupational category are, other things equal, more likely to encounter jobs with positive wage differentials than those whose current wage rates are average or above.[6]

Method of Analysis

The hypotheses outlined above are tested in the following sections by means of Multiple Classification Analysis (MCA).[7] As has been indicated, our measure of propensity to change jobs is based upon responses to an hypothetical job offer. The dependent variable is the likelihood that a respondent reports a willingness to change jobs for some specified wage rate.[8] The MCA technique allows one to calculate for each category of a particular explanatory variable what the proportion of women with a propensity to change jobs would have been had the members of the category been "average" in terms of all the other variables in the analysis. Differences in these "adjusted" proportions among the various categories of a given variable may be interpreted as indicating the "pure" (net) effect of that variable on the propensity to change jobs, controlling for all the other variables in the analysis.

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[5] It is possible, on the other hand, that affirmative action programs have actually increased the relative job opportunities of black women.

[6] There are clearly additional factors that are related to opportunities in the labor market, but our data base does not permit the development of adequate measures of them. The most obvious of these is the local area unemployment rate. There is abundant evidence that voluntary labor turnover is related to the level of economic activity, and one would therefore expect the likelihood of a voluntary interfirm shift to be inversely related to the level of unemployment in the local area in which the respondent lives. However, when the local area unemployment rate was included as a variable in the analysis, there was no systematic relationship between the level of unemployment and the mobility rate. The same was true, incidentally, in our earlier study based on the NLS data for middle-aged men. We suspect that these results are attributable to the high sampling error in our measure of unemployment. See Parnes and Nestel (1975), p. 103.

[7] Multiple classification analysis is identical to the more commonly used multiple regression analysis with all of the explanatory variables expressed in categorical form, which avoids the assumption of linearity. The constant term in the multiple classification equation is the mean of the dependent variable. The coefficient of each category of every explanatory variable represents a deviation from this mean.

For the analysis of the determinants of an actual job change, the dependent variable is the likelihood of a woman's having made a voluntary change of employer between the interview dates in 1969 and 1971. Since the criterion of a job change is serving with different employers at those two times, it should be noted that a woman who left her 1969 employer but returned prior to the 1971 interview would be treated as not having made a change. By the same token, it is possible for an individual to have made more than one change of employer during the period, in which case the criterion for classifying the move as voluntary or involuntary is the reason for separating from the earliest employer.

In all the analyses, attention is confined to women employed as wage and salary workers. Moreover, because of the tenuous nature of the employer-employee relationship in many of the jobs in agriculture and domestic service, women in those employment categories have been excluded. Finally, we have run separate MCA's for women employed full time and those employed part time. Because there is generally little difference between these two groups in the way in which the explanatory variables are related to the dependent variables, we have pooled them and have introduced an

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[8] In other words, responses to the hypothetical job offer question are dichotomized and coded in dummy variable form (1 = willingness to change jobs for some specified wage rate, 0 = unwillingness to change for any specified wage rate). We also have experimented with this variable expressed in continuous form, but the results have been less satisfactory. It should be observed that an unwillingness to move except at a very high wage rate, or indeed even a reported unwillingness to move at any wage rate, does not necessarily signify "uneconomic" or "irrational" behavior. Even if one accepts the hedonistic calculus that underlies conventional economic theory, a wage differential should produce a willingness to move only if its expected present value is large enough to exceed the (discounted) costs of moving, the latter including psychic as well as economic costs. While this admittedly seems to suggest that there will always be some wage that would justify a move, a categorically negative response to the question may be interpreted to mean simply that the respondent believes that no wage rate likely to be encountered would be sufficient to compensate the costs of movement.

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hours-of-work variable in the pooled MCA's. Only the pooled results are shown in the text tables, but the separate MCA results for the full-time and part-time workers are presented in the statistical appendix to the volume.

II PROPENSITY TO CHANGE JOBS

Overall, slightly more than three-fifths of the women who were employed as wage and salary earners in 1972 indicated a willingness to accept an alternative job in the same line of work at a higher wage than they were currently receiving (Table 7.1).[9] Black women manifest a greater propensity to be mobile than white women.[10] Even after adjusting for the other factors included in the analysis, the difference in the proportions of blacks and whites with a propensity to change jobs is 9 percentage points. Contrary to expectations, the propensity of women to change jobs does not vary significantly by age, at least within the 15-year range represented by the present sample. Those in their late 40's are every bit as likely as those 10 years younger to be willing to move to higher paying jobs in the same line of work.

As anticipated, women who are not currently married and who have no children living with them have a higher propensity to change jobs than women who are living with husbands and/or children under age 18. It has been commonly recognized that the domestic obligations of married women inhibit their geographic mobility and thus limit their ability to maximize their positions in the labor market. The present finding suggests that a comparable effect operates even within the confines of a single local labor market. That is, women living with their husbands and/or children appear to be more likely than women without such family responsibilities to have constraints on the kinds and locations of jobs they are willing to take and are thus less likely to be responsive to wage differentials. The significant difference in mobility propensity between part-time and full-time workers is perhaps another manifestation of the same point. Almost two-thirds of the full-time workers in contrast to slightly over half of those working part-time express a willingness to change jobs. Part-time jobs are more likely than full-time jobs to be those which, by virtue of their location and/or scheduled hours, meet the particular requirements of married women.

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[9] Appendix Tables 7A-1a and 7A-1b contain comparable data for women who were employed full-time and those who were employed part-time, respectively.

[10] We originally stratified the MCA by race. When the application of a Chow test revealed no statistically significant difference between blacks and whites in the slopes of the explanatory variables, we simply introduced race as a variable in analyzing the pooled data.

Table 7.1 Unadjusted and Adjusted[a] Proportions of Respondents[b] with Propensity to Change Jobs, by Selected Characteristics, 1972

MCA results (F-ratios in parentheses)

Characteristic	Number of respondents	Unadjusted percent	Adjusted percent[a]
Total sample (10.67**)			
$R^2 = 0.072$	1,865	61.5	61.5
Age (0.94)			
35-39	596	60.8	59.6
40-44	605	61.5	61.3
45-49	664	62.1	63.2
Race (6.41*)			
White	1,361	60.3	60.5
Black	504	70.9	69.4
Family status (4.00**)			
MSP, child(ren) under 18	962	61.0	61.2
Non-MSP, child(ren) under 18	252	66.1	62.8
MSP, no child(ren) under 18	373	55.3	56.3
Non-MSP, no child(ren) under 18	278	68.8	69.3
Hours in 1972 job[c] (14.22**)			
Full-time	1,437	64.0	64.7
Part-time	413	54.1	52.0
Job satisfaction[c] (18.69**)			
Likes job very much	1,065	54.4	54.9
Likes job somewhat	681	69.9	69.6
Dislikes job	115	81.2	78.3
Tenure in 1972 job (15.85**)			
Less than 1 year	139	70.1	71.7
1-5 years	518	69.2	70.3
6-9 years	537	62.8	63.1
10-14 years	316	55.5	54.7
15 years or more	355	49.5	47.4

*Significant at $\alpha \leq .05$.

**Significant at $\alpha \leq .01$.

[a] Adjusted for the effects of all the variables shown in the stub of the table. For method of adjustment, see text.

[b] Analysis confined to respondents employed as nonagricultural and nondomestic wage and salary earners in 1972.

There is clear evidence of the hypothesized relationship between the degree of satisfaction a woman finds in her job and her willingness to consider an alternative. Among those who profess to like their current job very much, slightly over half manifest a willingness to make a job change for higher wages; among the small minority expressing some degree of dislike for their jobs, the proportion is over three-fourths. There is also a significant relationship between length of service in current job and willingness to trade it for another with higher wages. To illustrate, over seven-tenths of those with less than one year of service manifest a propensity to change jobs, in contrast with less than half of those with 15 or more years of service. Between these two extremes, the decrease in propensity with increasing tenure is perfectly regular.

Comparison with Middle-Aged Men

Employed women in their thirties and forties are apparently more responsive to alternative job opportunities than employed men in their fifties and early sixties. As compared with the approximately three-fifths of the respondents in the present sample, somewhat less than half of the NLS sample of middle-aged men interviewed in 1971 expressed a willingness to change jobs.[11] This, of course, is hardly surprising, for there are good theoretical reasons for expecting an inverse relationship between age and mobility propensity, and there is substantial evidence that actual voluntary mobility rates decline with increasing age.[12]

There are also a few differences between the women and the men in the factors associated with a willingness to chahge jobs. For example, among the women there is no evidence of the inverse relationship between mobility propensity and age that prevails in the case of middle-aged men. Also, the racial differential in mobility propensity in favor of black women has no counterpart in the case of the males. Nevertheless, the basic factors conditioning the mobility propensities of men and women appear to be the same. In both cases the influence of degree of satisfaction with and tenure in current job is strong.[13]

III THE CORRELATES OF VOLUNTARY JOB CHANGING, 1969 TO 1971

We direct our attention now to the actual job changes made by those women who were employed as wage and salary workers at the times of interview in 1969 and 1971.[14] Our purpose is to ascertain the factors that are related to the likelihood of a voluntary job change, i.e., one initiated by the woman, rather than her employer (Table 7.2).[15] Overall, about one woman in eight who was employed as a wage and salary earner in both 1969 and 1971 had voluntarily changed employers between the two survey dates.[16] This percentage, it may be noted, was two and one-half times as high as the corresponding proportion for men between the ages of 50 and 64.[17]

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[11] Unpublished data for an identically defined universe of the middle-aged men. The calculated percentage is 47.5.

[12] Parnes (1970), pp. 44-45. The women also have shorter tenure than the men, and tenure is inversely related to mobility propensity.

[13] For the comparable data for the men, see Parnes and Nestel (1975), pp. 85-92.

As hypothesized, there is a highly significant inverse relationship between age and mobility, even within the relatively narrow age range of the present sample. Women in their late thirties had a mobility rate of 18 percent as compared with rates of 12 and 10 percent for those in their early and late forties, respectively. This substantial relationship

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[14] To be more precise, the universe under investigation consists of women employed at both dates as wage and salary workers in nonagricultural industries and in occupations other than domestic service, for whom information on mobility status is available.

[15] Tables 7A2a and 7A-2b in Appendix A show the same results separately for women employed full time in both their 1969 and 1971 jobs and for those employed part time in one or both of the jobs.

[16] Analysis of the voluntary mobility of women is complicated by the fact that women, far more frequently than men, make job changes that are incidental to periods of withdrawal from the labor force. Since the criterion of an interfirm move in this study is serving with a different employer in 1971 than in 1969, some of the women categorized as job changers may not have changed jobs directly in order to improve their labor market position but may rather have withdrawn from the labor force for varying periods of time and have been unable to regain their old job upon reentry. In order to examine the effect of such cases on our data, we re-estimated the equation for women who had not absented themselves from the labor force in the period between the two survey dates in 1969 and 1971 for longer than 12 weeks (24 weeks in the case of school teachers since teachers frequently report the summer months as periods out of the labor force). The results of this MCA are shown in Appendix Table 7A-2c. The effect of this restriction of the universe is to reduce the mobility rate from 12.9 to 10.8 percent. Otherwise, the pattern of results is substantially the same as that shown in Table 7.2 except that the difference between women employed full time in both 1969 and 1971 jobs and those employed part time in one or another year becomes less pronounced and loses its statistical significance.

[17] See Parnes and Nestel (1974), p. 100.

Table 7.2 Unadjusted and Adjusted[a] Proportions of Respondents[b] Making Voluntary Job Change, 1969 to 1971, by Selected Characteristics

MCA results (F-ratios in parentheses)

Characteristic	Number of respondents	Unadjusted percent	Adjusted percent[a]
Total sample (5.50**)	1,548	12.9	12.9
$\bar{R}^2 = 0.070$			
Age, 1972 (7.16**)			
35-39	453	19.2	17.7
40-44	499	12.5	12.3
45-49	596	8.8	10.0
Race (2.27)			
White	1,093	13.3	13.4
Black	455	10.0	9.6
Family status, 1969 (0.27)			
MSP, child(ren) under 18	860	14.2	12.6
Non-MSP, child(ren) under 18	237	13.7	12.7
MSP, no child(ren) under 18	236	11.1	14.6
Non-MSP, no child(ren) under 18	215	8.7	12.5
Hours in 1969 job[c] (4.98**)			
Full-time	1,190	10.5	11.6
Part-time	334	20.9	17.6
Job satisfaction, 1969 (10.75**)			
Likes job very much	959	9.7	9.8
Likes job somewhat	458	16.7	17.0
Dislikes job	61	31.5	29.7
NA	70	17.9	15.7
Tenure in 1969 job (9.28**)			
Less than 1 year	172	24.0	24.5
1-5 years	324	17.4	15.1
6-9 years	302	11.2	11.5
10-14 years	262	7.3	8.9
15 years or more	264	2.5	5.0
NA	224	19.6	17.4

continued on next page.

Table 7.2 continued.

Characteristic	Number of respondents	Unadjusted percent	Adjusted percent[a]
Relative educational attainment (1.00)			
Mean minus 2+ years	180	14.7	13.9
Mean minus 1-1.9 years	162	16.9	15.9
Mean ± 0.9 years	721	12.2	12.9
Mean plus 1-1.9 years	186	15.9	15.0
Mean plus 2+ years	150	9.7	9.9
NA	149	10.5	9.4
Relative hourly earnings, 1969 (1.57)			
Mean minus $1.00+/hour	81	17.3	14.1
Mean minus $0.50-$0.99/hour	221	18.6	17.4
Mean ± $0.49/hour	741	13.3	12.1
Mean + $0.50-$0.99/hour	156	9.1	10.6
Mean + $1.00+/hour	106	4.5	8.5
NA	243	11.6	14.5

* Significant at $\alpha \leq .05$.

** Significant at $\alpha \leq .01$.

[a] Adjusted for the effects of all the variables shown in the stub of the table. For method of adjustment, see text.

[b] Analysis confined to respondents employed as nonagricultural and nondomestic wage and salary earners in 1969.

[c] The small number of cases for which information on the variable was not ascertained were included in the analysis but not reported.

between age and actual rates of job changing is of particular interest in view of our earlier finding that the propensity to change jobs shows no such inverse relationship with age. We are led to the conclusion that the declining mobility rates with increasing age among this age category of women is largely attributable to declining opportunities rather than to decreasing propensities as age advances.

Although the difference narrowly misses being statistically significant, the adjusted mobility rate among blacks is lower than that among whites--9.6 percent versus 13.4 percent. The fact that a differential in favor of white women obtains both among full-time and part-time workers (Tables 7A-2a and 2b) suggests that it is probably real rather than being attributable to sampling variation.[18] If so, it has no counterpart among middle-aged men. In the comparable analysis of the mobility of that age group of men, no racial differences were found in mobility rates between 1966 and 1971, between 1969 and 1971, or between 1967 and 1969.[19] The fact that the mobility propensities of black women are significantly higher than those of white women while actual mobility rates vary in the opposite direction suggests that alternative labor market opportunities are more limited for black women than for white women.

It is surprising that there are virtually no differences in mobility rates among women with varying domestic obligations, particularly in view of the fact that the propensity to move has been found to be higher among nonmarried women without children in their households. There is no reason to believe that nonmarried women--other things equal--are less attractive employees than married women; indeed, any difference in this respect between the two groups probably operates in favor of the former. Thus, in view of both their greater propensity and greater opportunity for movement, it is difficult to explain the fact that nonmarried women have no higher rates of actual mobility than married women. The only plausible explanation that has occurred to us--and one that we are unable to check because of the inadequate numbers of movers--is that nonmarried women do indeed make more voluntary job changes that are motivated by career considerations, but that married women make more job changes that are related to their roles as wives and mothers.

Women who were employed part time in one or both of the survey weeks were twice as likely as those employed full time to have made a job change between the survey dates in 1969 and 1971. Even when other factors are controlled, there is a 6-point difference in the adjusted percentages, which is highly significant. In part, this difference is a statistical artifact, since women who change from a full-time to a part-time job or from a part-time to a full-time job are included among the part-time workers, and these kinds of shifts are more likely to occur among women who change employers than among those who do not. In addition, however, since women holding part-time jobs frequently wish to keep them only temporarily, the greater mobility that occurs among part-time workers is hardly surprising. In this context, it is worth noting that when the universe is confined to women with steady labor force participation over the two-year period, the difference between the full-time and part-time workers is no longer statistically significant.[20]

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[18] As in the case of mobility propensity (see footnote 10), a Chow test indicated no statistically significant interaction between race and the other explanatory variables in the analysis of actual mobility. Hence, we present only the pooled results.

[19] Parnes and Nestel (1975), pp. 96-102.

A very pronounced relationship exists between the degree of satisfaction that a woman expressed toward her job in 1969 and the likelihood that she had voluntarily left it by 1971. Respondents who had expressed some dislike for their jobs in 1969 were three times as likely to have left their jobs by 1971 as those who had indicated a high degree of satisfaction. Those who had expressed only moderate satisfaction in 1969 were almost twice as likely to have left as the highly satisfied group. These findings are consistent with those of previous studies, but many of the latter have suffered from the fact that measures of satisfaction were obtained retrospectively after the worker had left the job. The present findings allow us to say with considerable confidence that job satisfaction predicts the likelihood of a voluntary separation.[21]

Consistent with other studies of voluntary mobility, the data in Table 7.2 show a very strong relationship between the length of service that the woman had accumulated in her 1969 job and the likelihood that she would have voluntarily left it by 1971. Among those with less than a year's service in 1969 the mobility rate is five times as high as among those with 15 years or more of service, and between these two extremes the decline in mobility with increasing tenure is monotonic.

The measure of the relative attractiveness of workers to potential employers--the educational attainment of the woman relative to others in her occupational category--turns out not to be significantly related to the likelihood of movement. Indeed, the relationship is not at all systematic, but the lowest mobility rate occurs among those with the highest relative education. We have no adequate explanation for these results. It may be noted that in our earlier study of the factors affecting the mobility of middle-aged men, while the analogous variable narrowly missed being statistically significant, its relationship with the dependent variable was nevertheless regular and in the hypothesized direction.[22]

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[20] See footnote 16 and Appendix Table 7A-2c.

[21] See Porter and Steers (1973), p. 169; Quinn, et al. (1974), p. 24, n. 15.

[22] See Parnes and Nestel (1974), p. 97.

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The gross relationship between the average hourly earnings a woman enjoyed in her 1969 job and the likelihood of her having left that job by 1971 is substantially in the expected direction. Women with hourly earnings 50 cents or more below average for their occupational categories had gross mobility rates about four times as high as those whose earnings were $1.00 or more above average. The adjusted data, on the other hand, are not quite so regular and narrowly miss the test of statistical significance. Nonetheless, they seem to provide some support for the generalization that, holding other things constant, women with above average earnings for their occupational category are less likely than those with below-average earnings to make voluntary job changes.

IV THE CONSEQUENCES OF JOB CHANGING

We turn our attention now from the determinants of voluntary job movement to its consequences for the welfare of the job changers. More specifically, the question at which the analysis in this section is directed is whether voluntary job changes during the two-year period under consideration were advantageous to the job changers in terms of average hourly earnings and degree of job satisfaction. To the extent that women move among jobs in order to improve their welfare, one would expect voluntary changes to be reflected in gains in one or both of these aspects of work. Although not central to the major concern of this chapter, we also inquire into the effects of *involuntary* separations for those women who were successful in finding other jobs.

It is not immediately clear, however, how these questions ought to be explored. For example, during a period in which average money wages are rising it is obviously not sufficient merely to ascertain whether job changers have experienced wage gains, for this would be too "easy" a test. On the other hand, a simple comparison of the current earnings of women who have changed employers with those of women who have not would be plagued by the opposite bias, since we have seen that women with below-average earnings within an occupational category are more likely than others to change jobs. Conceptually, the relevant question is whether the job changers are *better off than they would have been* had they not changed, and this is a very difficult question to answer with the data at hand.

With respect to earnings, we have chosen to address the question by comparing the percentage increase in hourly earnings of job changers and nonchangers over the period in question, controlling by means of multiple classification analysis for other factors that may influence changes in earnings--viz., race, occupational and geographic mobility, receipt of training, and base-year average hourly earnings. This is tantamount to assuming that the voluntary changers, on average, would have done relatively as well as the nonchangers had they remained where they were. While this is perhaps the most reasonable assumption that one can make, it must be borne in mind that it is not particularly realistic for those who quit because of dissatisfaction with the rate at which their earnings were rising or because they foresaw a layoff. To investigate the effects of mobility on job satisfaction we employ essentially the same model, except that extent of job satisfaction in the base year, rather than base-year earnings is used as a control. The question here is how job changers compare with nonchangers in the proportion who are highly satisfied with their 1971 jobs.

Overall, women who made voluntary job changes between 1969 and 1971 appear to have enjoyed a payoff in terms of average hourly earnings (Table 7.3), although the advantage is confined exclusively to women who were employed part-time in one or both years (Tables 7A-3a and 3b). For the total sample, the (adjusted) increase over the two-year period was 20 percent for those employed in the same job both years, as compared with 26 percent for those who voluntarily changed employers and 14 percent among those whose job changes were involuntary. Among the women employed full time at both survey dates, however, relative increases in hourly earnings were virtually identical among all three categories (Table 7A-3a); in the case of women who worked fewer than 35 hours per week in one or both years, the relative wage increase experienced by the voluntary job changers was almost twice as high as that of women who did not change employers.

On the criterion of job satisfaction (Table 7.4), voluntary job changers did no better than those who remained with the same employer. Almost identical (adjusted) proportions of both these categories were highly satisfied in 1971, controlling for degree of satisfaction in 1969 and other relevant factors. On the other hand, the involuntary job changers were significantly worse off. Only a little more than two-fifths of them expressed a high degree of satisfaction with their 1971 job, in contrast with almost three-fifths of those who had stayed with the same employer.

V SUMMARY AND CONCLUSIONS

Six out of ten employed women in their thirties and forties manifest a willingness to change employers for a higher wage rate. As many as an eighth of employed women in that age group actually made a voluntary change of employers over the two-year period 1969-1971. This chapter has explored the factors associated with variations in the propensity to change jobs and in actual movement. It has also addressed the question whether voluntary movement has tended to improve the hourly earnings and the job satisfaction of mobile women.

Propensity to Change Jobs

Although most women in our sample show a disposition to be mobile, there is nevertheless considerable variation in their mobility propensity according to their personal characteristics and circumstances, the degree of satisfaction they express with their current jobs, and how long they have held them. To begin with, there is a difference between black and white women in this respect. Other things equal, blacks are more likely than whites to indicate a willingness to change employers for higher pay.

Table 7.3 Unadjusted and Adjusted[a] Percentage Changes in Average Hourly Earnings, 1969 to 1971, by Comparative Job Status and Selected Other Characteristics[b]

MCA results (F-ratios in parentheses)

Characteristic	Number of respondents	Percent change (unadjusted)	Percent change (adjusted)[a]
Total sample (15.56**) $\bar{R}^2 = 0.117$	1,432	20.4	20.4
Comparative job status, 1969-1971 (3.57*)			
Same employer	1,190	19.0	20.0
Voluntary job change	175	31.5	26.0
Involuntary job change	67	15.3	13.8
Race (1.88)			
White	1,010	20.4	20.9
Black	422	20.6	17.0
Comparative occupation category, 1969-1971 (0.67)			
Same 3-digit code	990	19.2	19.9
Different 3-digit code	442	23.0	21.5
Migrant status, 1969-1971[c] (0.75)			
Same SMSA or county	1,392	20.2	20.2
Different SMSA or county	39	27.3	26.5
Training, 1969-1971 (8.51**)			
Some	327	22.3	25.4
None	1,105	19.9	19.0
Average hourly earnings, 1969 (46.25**)			
Less than $1.50	169	59.8	60.2
$1.50-$1.99	372	18.8	18.9
$2.00-$2.49	327	19.3	19.6
$2.50-$3.24	314	14.9	15.1
$3.25 or more	250	12.7	11.6
Comparative hours per week usually worked, 1969-1971[c] (0.20)			
Full-time, both years	1,125	18.9	20.1
Part-time in one or both years	303	25.4	21.4

* Significant at $\alpha \leq .05$.

** Significant at $\alpha \leq .01$.

[a] Adjusted for the effects of all the variables shown in the stub of the table.

[b] Universe consists of respondents employed as wage and salary workers in nonagricultural and nondomestic service jobs in the survey weeks of 1969 and 1971.

[c] The small number of cases for which information on the variable was not ascertained were included in the analysis but are not reported.

Table 7.4 Unadjusted and Adjusted[a] Proportions of Respondents[b] Highly Satisfied with their Jobs, 1972, by Comparative Job Status and Selected Other Characteristics

MCA results (F-ratios in parentheses)

Characteristic	Number of respondents	Percent highly satisfied (unadjusted)	Percent highly satisfied (adjusted)[a]
Total sample (15.68**)	1,381	57.5	57.5
$\bar{R}^2 = 0.105$			
Comparative job status, 1969-1971 (2.97*)			
Same employer	1,152	59.2	58.4
Voluntary job change	167	53.4	57.3
Involuntary job change	62	39.9	43.6
Job satisfaction, 1969 (72.67**)			
Liked job very much	845	68.5	68.0
Other	453	34.0	35.1
NA	83	65.7	65.4
Race (1.36)			
Whites	978	58.5	58.1
Blacks	403	50.7	53.6
Comparative occupation category 1969-1971 (0.01)			
Same 3-digit	950	58.7	57.7
Different 3-digit	431	55.0	57.3
Migrant status, 1969-1971[c] (0.32)			
Same SMSA or county	1,346	57.7	57.6
Different SMSA or county	34	53.7	55.8
Training, 1969-1971 (5.04*)			
Same	335	65.2	62.5
None	1,046	55.1	56.0
Comparative hours per week usually worked, 1969-1971[c] (0.47)			
Full-time, both years	1,072	57.9	57.8
Part-time in one or both years	287	55.6	56.2

* Significant at $\alpha \leq .05$.

** Significant at $\alpha \leq .01$.

[a] Adjusted for the effects of all the variables shown in the stub of the table. For method of adjustment, see text.

[b] Universe consists of respondents employed as wage and salary workers in nonagricultural and nondomestic service jobs in the survey weeks of 1969 and 1971.

[c] The small number of cases for which information on the variable was not ascertained were included in the analysis but are not reported.

Tenure in current job bears a substantial inverse relationship to mobility propensity, as does degree of job satisfaction. Family status is also an important determinant of the propensity to change jobs. Women who are not currently married and who have no children under 18 living in the household have higher mobility propensities than those living with husbands and/or children. Finally, part-time workers have substantially lower propensities to change jobs in response to wage differentials than full-time workers, presumably because the former are more likely than the latter to have special requirements concerning hours and/or location of work.

Voluntary Mobility, 1969 to 1971

By and large, the pattern of actual voluntary movement that occurred between 1969 and 1971 was consistent with the propensity factors that have been described, although there is also evidence of the effect of variations in opportunity for movement. The factors most strongly associated with the likelihood of a voluntary job change over the two-year period are the tenure the woman had in her 1969 job and the degree of job satisfaction she had expressed in the earlier year. Other things equal, women with less than a year of service in 1969 were five times as likely as those with 15 years of service to have changed employers by 1971. Also, again controlling for other factors, the minority of women expressing some dissatisfaction with their 1969 jobs had mobility rates three times as high as those who had reported the highest degree of satisfaction with their jobs. Family status is not related to actual mobility as it is to mobility propensity, which has led us to speculate that the greater likelihood among nonmarried women of job changes related to career considerations may be counterbalanced by the greater likelihood among married women of job changes related to their roles as wives and mothers.

The significant inverse relationship between actual mobility rates and age, juxtaposed with the finding that older women in our sample have mobility propensities at least as high as younger women, suggests that opportunities for movement may be more limited for older than for younger women even within the rather narrow age range of the sample. Also, the fact that black women have significantly higher mobility propensities than whites, while the (nonsignificant) differences in mobility rates are in the opposite direction, suggests more limited labor market opportunities for black than for white women. Neither of the other two measures of opportunity for movement that have been available to us shows a statistically significant relation to mobility. The educational attainment of women relative to others in their occupational category is not related to their mobility rates. On the other hand, the likelihood of a voluntary job change does appear to be inversely related to the average hourly earnings of a woman relative to others in her occupational category, although the relationship narrowly fails the formal test of statistical significance.

The "Payoff" to Voluntary Movement

The voluntary job changes made by members of the sample between 1969 and 1971 appear to have paid off in higher earnings than the women would likely have received had they remained with their 1969 employers, although this pattern is discernible only for women employed part time in one or both years. Overall, voluntary movers enjoyed an average relative increase in hourly earnings about 6 percentage points higher than that accruing to women who did not change jobs. On the other hand, women who were separated involuntarily from their 1969 employers and who were reemployed by 1972 experienced an increase in earnings 6 percentage points lower than that gained by workers who remained with the same employer. There is no evidence that the voluntary movers gained in terms of overall satisfaction with their jobs; however, the involuntary changers were substantially worse off.

Conclusion

The evidence presented in this chapter leaves little doubt that employed women in their late thirties and forties tend to be responsive to labor market forces in the manner postulated by economic theory. While the six-tenths of the employed members of the sample who manifest a propensity to change jobs for higher wages may at first blush appear to be an inexplicably low proportion, it can be put into perspective by noting that the corresponding fraction of men in their fifties and early sixties is less than half, while among young men in their early twenties in 1966 it was five-sixths.[23] Thus, while our data do not permit precise sex comparisons, the differences between the women under consideration here and older and younger groups of men appear to be entirely consistent with what would be expected on the basis of differences in age alone.

There is, to be sure, some evidence that the responsiveness of women to wage differentials may to some extent be constrained by the requirements of their non-labor-market roles as wives and mothers, since mobility propensity appears to be somewhat lower among women who are currently filling those roles than among women who are not. Nonetheless, this should not obscure the fact that both the mobility propensity and actual mobility of the total group of women are influenced by substantially the same kinds of factors that are significant for men.

Thus, from a policy perspective, aside from combating whatever sex discrimination may exist, there is no reason to believe that labor market policies relating to mobility should be any different--or any less important--for women than for men. Specifically, evidence that only a fraction of the potentially mobile women actually make a voluntary job change argues for the importance of improving labor market information.

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[23] Parnes, Miljus, and Spitz (1969), p. 151.

The strong inverse relationship between age and mobility, in the face of the absence of age differences in the propensity to move, suggests the need for improving employment opportunities for women in their forties and older. Finally, the lower-than-average mobility rates of black women despite their higher-than-average propensity to move suggests that equality of opportunity in the labor market has not yet been achieved for black women.

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CHAPTER VIII

CONCLUSIONS*

Although all of the studies in this volume address issues relating to the labor market behavior and experience of women in their thirties and forties, they do not fit neatly into a single topical or analytical framework, and are therefore difficult to summarize and synthesize. Fortunately, a systematic summary is not necessary, for the concluding section of each study highlights its findings and discusses their implications. Nevertheless, there is some merit in taking a panoramic view of the analyses contained in the preceding chapters to see what broad generalizations they appear to support. That is the purpose of this brief concluding chapter.

It needs to be emphasized at the outset that the findings of these studies relate to a particular cohort of women over a particular period of time. While for ease of exposition authors have occasionally used such generic terms as "women" or "married women," their evidence relates only to those women who were between the ages of 35 and 49 at the end of the five-year period covered by the detailed work histories. As the introductory chapter has made clear,[1] not only are these women at particular stages of the life cycle, but they are also to some extent products of the social milieus in which they developed and reached maturity. Hence, their behavior is not necessarily representative of the behavior of older or younger women at the same period of time; neither is it necessarily predictive of the behavior of women who will attain the same age a decade hence, for they will have been influenced by a different social environment.

For this particular cohort of women, the five years from 1967 to 1972 was a period of increasing labor force activity and of general improvement in labor market position for those who participated.[2] Labor force participation increased as many of the women became free of the responsibility of caring for young children and as their attitudes became more favorable toward market work by married women with children. Among those at work, full-time employment became more prevalent. Most of the women who were in the labor force at both dates perceived that they had progressed during the period, probably reflecting the substantial increases in real earnings that occurred, especially among those who were continuously employed.

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*By Herbert S. Parnes

[1] pp. 6-7.

[2] pp. 16, 20.

There has been considerable stability in the labor force status of the women both during the five-year period from 1967 to 1972 and over their entire working lives. For instance, of those employed in 1967, four-fifths were also employed in 1972, and of those out of the labor force in the earlier year two-thirds were also out at the end of the period.[3] Similarly, within marital and child-status categories there is a strong relationship between the degree of labor force activity at one period of the woman's life (e.g., between marriage and birth of first child) and another (e.g., between birth of first child and 1967).[4] These relationships reflect the fact that many of the factors that condition labor force participation (e.g., educational attainment and "tastes") are more or less invariable over time. They probably also reflect the fact that women with extensive experience in an early period command higher wage rates and thus have greater incentive to (continue to) work in a later period.

A minority of the women have established "careers" in the sense of having worked in the same or in related occupations for as much as three-fourths of the time since leaving school.[5] This proportion is as high as one-half among the never-married (without children), about one-third among the ever-married without children, but only 7 percent among the ever-married with children. However, irrespective of whether they have careers in this sense, married women who are employed make substantial contributions to family income. On average, the earnings of white women account for one-fourth of total annual family income. In black families the corresponding proportion is one-third.[6]

The importance of marital status in accounting for variation in labor force participation of women is well understood. Without making a systematic effort to do so, the studies reported in this volume have produced evidence indicating that other aspects of labor market experience and behavior also reflect differences in marital and/or child status. For instance, women who ultimately married--irrespective of whether they had children--ended their schooling earlier than those who remained single. Moreover, controlling for education, married women were not as likely as the never-married to have moved up the occupational ladder since their first job.[7] It is important to note that the full extent of the disadvantage suffered by married women in this respect is probably not captured by the data, since the analysis was confined to women who were employed in both 1967 and 1971, as well as after leaving school.

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[3] P. 16.

[4] P. 35.

[5] Pp. 61-62.

[6] P. 21.

[7] P. 85.

Married women have also been shown not to fare as well as single women in improving their earnings as the result of migration.[8] While total family earnings of migrants tend to increase more than for nonmigrants, this occurs simply because the relative earnings gain of the migrant husband generally more than compensates for the relative loss experienced by his wife. Finally, the propensity to change jobs in response to perceived wage differentials is weaker among married women and among those with children than among non-married women without children, presumably reflecting the constraining influence of the presence of husbands and/or children.[9] Needless to say, these findings do not imply labor market discrimination against married as compared with single women; nor do they necessarily mean that marriage impedes upward mobility for women with given degrees of attachment to the labor force. The evidence is equally consistent with the hypothesis that women with strong labor market and career orientations are less likely to have married than those who wished to emphasize other roles.

The studies in this volume also demonstrate that, irrespective of marital status, the degree of success that women enjoy in the labor market is substantially related to the extent of their previous investments in human capital. To take the most obvious example, the number of years of school a woman has completed bears a substantial positive relationship with her earnings in 1972,[10] with the socioeconomic status of her first job after leaving school,[11] with the extent of her upward occupational mobility between her first and 1967 jobs and over the five-year period between 1967 and 1972,[12] and with the likelihood of her having pursued a career.[13] Like education, training also contributes to labor market success. Women who have participated in training programs outside of regular school are more likely than comparable women without such training to have pursued careers,[14] to have experienced upward occupational mobility,[15] and to enjoy high current earnings.[16]

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[8] p. 157.

[9] p. 166.

[10] p. 111.

[11] p. 72.

[12] pp. 78-79.

[13] p. 62.

[14] p. 62, 63.

[15] p. 78.

[16] p. 111.

Extent of work experience also bears a positive relationship to level of earnings. In this case, however, the findings of Chapter IV indicate that facile generalizations about the effect of "on-the-job training" (work experience) on earnings are likely to be misleading. Among women in occupations requiring high or moderate levels of skills, current earnings are indeed related to the extent of life-time work experience; for women in jobs requiring little or no skill, however, only very recent experience appears to be influential.[17]

Analysis of women's earnings within skill categories of occupations, incidentally, also provides some interesting insights into the character of typically female occupations. It is well known that "female" occupations tend, on average, to be both less skilled and lower-paid than "male" occupations. It is important to know, however, whether the earnings differentials simply reflect the skill differentials or whether they persist even when skill level is controlled. The answer to this question apparently differs depending upon the broad skill category of jobs one examines. Within the highest skill category of occupations, serving in a typically female occupation carries no earnings penalty when skill requirements of jobs are similar. However, in occupation categories requiring only moderate or low skill levels, being in a typically female occupation has a negative effect on earnings net of skill requirement.[18]

Along with the factors that measure their relative productivities, women's "tastes" and attitudes also bear strong relationships to their labor market behavior. Specifically, if a woman has "liberated" views on the propriety of labor market participation by the mothers of young children, she is more likely to have pursued a career,[19] and, if employed, is more likely to make child care arrangements involving care by persons other than family members.[20] The perception of a favorable attitude toward her working on the part of her husband also bears a positive relationship to the likelihood that the woman will have pursued a career.

In virtually every respect that has been examined by the studies in this volume, black women fare less well than white women. One expects to find gross racial differentials, of course, as a result of the relative disadvantage of blacks in the characteristics (e.g., education) that affect labor market position. But the inferior labor market position of black women persists even when these factors are controlled as fully as possible with the data at hand. Thus, there was a net racial difference in the socioeconomic status of the jobs women took after leaving school; moreover, black women were less likely than white to move up the occupational ladder between then and 1967, other things equal.[21] Finally, even during the five-year period 1967-1972, black women were less likely to experience upward mobility than white women, other things being equal.[22]

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[17] Pp. 109, 111.

[18] P. 113.

[19] P. 65.

[20] P. 124.

In the context of interfirm mobility, black women are no more likely to make interfirm shifts than white women, despite the fact that they have a significantly higher propensity to do so, which may reflect their more limited opportunities. The only encouraging finding with respect to racial differences is that black women enjoyed greater relative increases in hourly and annual earnings than white women enjoyed during the five-year period covered by the surveys, so that the black-white differential shrank from 1.27 to 1.10 in the case of hourly earnings and from 1.26 to 1.16 in the case of annual earnings.[23]

The evidence presented in most of the chapters suggests that the labor market behavior of women in their thirties and forties is consistent, by and large, with what would be expected on the basis of economic theory. The relative occupational position and the relative earnings of a woman are related to the same kinds of factors that operate for men. (It should be understood that the reference here is to the occupational position or earnings relative to other women in the same age category. Nothing in the volume permits us to say anything about the issue of sex discrimination in employment.) Moreover, both the propensities to make job changes and the actual changes made by women are influenced by substantially the same set of factors that are significant for men.[24]

Thus, from a policy perspective--beyond combatting whatever sex discrimination may exist and enhancing labor market options by continuing to expand the availability of child care service--there is no reason to believe that labor market policies relating to women should be any different from--or any less important than--for men. For example, the fact that only a fraction of potentially mobile women actually make voluntary job changes argues for the improvement of labor market information. The strong inverse relationship between age and mobility, despite the absence of age differences in the propensity to move, suggests the need for improving employment opportunities for women in their forties and older. Finally, the numerous indications of unequal labor market opportunities for black women point to the importance of continued efforts to combat racial discrimination.

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[21] pp. 75, 79.

[22] p. 82.

[23] p. 20.

[24] pp. 168-69, 172-74.

APPENDIX A

SUPPLEMENTARY TABLES

Tables in this Appendix have been cited at relevant points in the text. The initial number of each table indicates the chapter to which it relates.

In these and all other tables in this volume, counts of individuals are shown in terms of number of sample cases rather than weighted population estimates. However, all calculations (percentages, means, regressions) are based on weighted observations.

In all percentage distributions, cases for which no information was obtained are excluded from the totals. Percentage distributions may not add up to 100 percent because of rounding. However, where numbers of sample cases do not add to their indicated totals, the difference is attributable (unless otherwise noted) to cases for which no information was obtained and/or to rounding.

Table 1A-1 Noninterview Rate, 1972 Survey, by Reason and by Selected Characteristics of Respondents in 1967

Characteristic, 1967[b]	Number of respondents, 1967	Number deceased 1967-1972	Number of women potentially eligible for interview, 1972	Noninterview rate, 1972		
				Refusal	Unable to locate[a]	Total
All respondents	5,083	12	5,071	1.9	9.9	11.8
Whites	3,606	3	3,603	1.9	9.4	11.3
Blacks	1,390	9	1,381	2.0	10.6	12.6
Age						
30-34	1,612	0	1,612	1.9	10.0	11.9
Whites	1,152	0	1,152	1.8	9.3	11.1
Blacks	433	0	433	2.3	10.9	13.2
35-39	1,627	4	1,623	1.7	9.7	11.4
Whites	1,132	2	1,130	1.8	9.0	10.8
Blacks	460	2	458	1.5	11.1	12.6
40-44	1,844	8	1,836	2.1	10.0	12.1
Whites	1,322	1	1,321	2.0	9.9	11.9
Blacks	497	7	490	2.0	10.0	12.0
Marital and family status, 1967						
Never married	290	0	290	3.1	12.8	15.9
Whites	174	0	174	3.4	12.6	16.0
Blacks	112	0	112	2.7	11.6	14.3
Married spouse present, children under 18 at home	3,503	2	3,501	1.7	8.2	9.9
Whites	2,723	1	2,722	1.6	7.9	9.5
Blacks	713	1	712	2.0	8.6	10.6
Married spouse present, no children under 18 at home	561	4	557	2.9	14.5	17.4
Whites	389	2	387	3.4	15.0	18.4
Blacks	166	2	164	1.8	12.8	14.6
Other marital status, children under 18 at home	571	5	566	1.6	12.0	13.6
Whites	246	0	246	1.2	14.2	15.4
Blacks	316	5	311	1.9	10.0	11.9
Other marital status, no children under 18 at home	158	1	157	1.9	19.7	21.6
Whites	74	0	74	2.7	13.5	16.2
Blacks	83	1	82	1.2	25.6	26.8

Table 1A-1 continued.

Characteristic, 1967[b]	Number of respondents, 1967	Number deceased 1967-1972	Number of women potentially eligible for interview, 1972	Noninterview rate, 1972		
				Refusal	Unable to locate[a]	Total
Years of school completed						
Less than 12	2,076	6	2,070	2.1	10.8	12.9
Whites	1,183	0	1,183	2.4	11.1	13.5
Blacks	860	6	854	1.6	10.2	11.8
12	2,149	3	2,146	1.8	9.4	11.2
Whites	1,724	2	1,722	1.7	8.7	10.4
Blacks	386	1	385	2.3	11.2	13.5
13 or more	837	3	834	1.7	8.6	10.3
Whites	686	1	685	1.5	8.2	9.7
Blacks	136	2	134	3.0	10.4	13.4
Number of weeks worked in 1966						
0	2,078	5	2,073	1.4	9.8	11.2
Whites	1,655	1	1,654	1.6	8.5	10.1
Blacks	387	4	383	0.8	14.1	14.9
1-13	352	0	352	1.4	11.1	12.5
Whites	239	0	239	1.7	10.5	12.2
Blacks	104	0	104	0	12.5	12.5
14-25	281	0	281	1.4	11.7	13.1
Whites	178	0	178	1.7	11.2	12.9
Blacks	97	0	97	1.0	13.4	14.4
26-39	437	4	433	2.5	10.9	13.4
Whites	279	2	277	2.2	10.8	13.0
Blacks	148	2	146	2.7	10.3	13.0
40-49	386	1	385	3.1	8.6	11.7
Whites	243	0	243	3.3	11.1	14.4
Blacks	137	1	136	2.9	4.4	7.3
50-52	1,543	1	1,542	2.3	9.5	11.8
Whites	1,011	0	1,011	2.1	9.6	11.7
Blacks	512	1	511	2.9	8.8	11.7

Table continued on next page.

Table 1A-1 continued.

Characteristic, 1967[b]	Number of respondents, 1967	Number deceased 1967-1972	Number of women potentially eligible for interview, 1972	Noninterview rate, 1972		
				Refusal	Unable to locate[a]	Total
Health status						
Prevents work	320	2	318	1.6	14.2	15.8
Whites	214	1	213	1.4	9.9	11.3
Blacks	102	1	101	1.0	23.8	24.8
Limits amount or kind of work	615	2	613	1.5	11.4	12.9
Whites	406	0	406	1.5	11.8	13.3
Blacks	197	2	195	1.0	10.3	11.3
Does not limit amount or kind of work	4,134	8	4,126	2.0	9.3	11.3
Whites	2,974	2	2,972	2.0	9.0	11.0
Blacks	1,089	6	1,083	2.2	9.4	11.6
Region of residence						
New England	210	0	210	1.0	9.0	10.0
Whites	192	0	192	1.0	9.4	10.4
Blacks	18	0	18	0	5.6	5.6
Mid Atlantic	943	2	941	2.1	12.1	14.2
Whites	741	0	741	2.3	10.7	13.0
Blacks	196	2	194	1.5	17.5	19.0
East North Central	926	3	923	1.8	8.8	10.6
Whites	721	1	720	1.5	6.8	8.3
Blacks	198	2	196	2.6	16.3	18.9
West North Central	316	1	315	0.6	9.8	10.4
Whites	270	0	270	0.7	6.7	7.4
Blacks	44	1	43	0	30.2	30.2
South Atlantic	1,048	3	1,045	2.3	10.8	13.1
Whites	552	0	552	2.4	13.9	16.3
Blacks	491	3	488	2.0	7.0	9.0
East South Central	363	0	363	1.4	7.4	8.8
Whites	198	0	198	1.5	8.6	10.1
Blacks	165	0	165	1.2	6.1	7.3

Table continued on next page.

Table 1A-1 continued.

Characteristic, 1967[b]	Number of respondents, 1967	Number deceased 1967-1972	Number of women potentially eligible for interview, 1972	Noninterview rate, 1972		
				Refusal	Unable to locate[a]	Total
West South Central	515	2	513	1.9	4.9	6.8
Whites	313	1	312	1.9	5.8	7.7
Blacks	196	1	195	2.1	3.6	5.7
Mountain	194	0	194	2.1	10.8	12.9
Whites	178	0	178	2.2	10.1	12.3
Blacks	4	0	4	0	25.0	25.0
Pacific	568	1	567	2.3	12.7	15.0
Whites	441	1	440	2.3	10.5	12.8
Blacks	78	0	78	3.8	19.2	23.0
Total family income						
Under $5,000	1,178	7	1,171	1.3	10.9	12.2
Whites	488	0	488	1.0	12.3	13.3
Blacks	670	7	663	1.4	9.5	10.9
$5,000-$9,999	1,664	4	1,660	2.0	9.0	11.0
Whites	1,262	2	1,260	1.7	8.5	10.2
Blacks	374	2	372	2.9	10.2	13.1
$10,000-$14,999	926	0	926	1.7	7.1	8.8
Whites	801	0	801	1.6	6.9	8.5
Blacks	104	0	104	2.9	8.7	11.6
$15,000-$19,999	201	0	201	1.0	9.5	10.5
Whites	182	0	182	0.5	9.3	9.8
Blacks	17	0	17	5.9	11.8	17.7
$20,000-$24,999	53	0	53	0	1.9	1.9
Whites	50	0	50	0	2.0	2.0
Blacks	2	0	2	0	0	0
$25,000 or more	34	0	34	0	14.7	14.7
Whites	33	0	33	0	15.2	15.2
Blacks	0	0	0	0	0	0

a Includes a small number of cases in which the respondent was inaccessible to the interviewer even though her location was ascertained.

b Total for each category includes a small number of nonwhites other than blacks.

Table 1A-2

Marital Status, 1972, by 1967 and by Race[a]

(Percentage distributions)

Marital status, 1967	Number of respondents	Vertical percentage distribution	Marital status, 1972						
			Total	Married, spouse present	Married, spouse absent	Widowed	Divorced	Separated	Never married
					WHITES				
Total	3,195	100	100	84	1	3	6	2	4
Married, spouse present	2,779	87	100	93	1	2	2	2	0
Married, spouse absent	20	1	100	b	b	b	b	b	b
Widowed	54	2	100	20	0	74	7	0	0
Divorced	134	4	100	20	1	4	72	3	0
Separated	62	2	100	26	2	2	37	34	0
Never married	146	5	100	13	0	1	1	1	85
					BLACKS				
Total	1,207	100	100	60	1	9	9	15	6
Married, spouse present	777	66	100	83	2	4	4	7	0
Married, spouse absent	13	1	100	b	b	b	b	b	b
Widowed	67	5	100	13	0	82	2	2	0
Divorced	73	6	100	21	0	4	73	3	0
Separated	181	15	100	10	0	11	14	65	0
Never married	96	7	100	18	0	0	1	2	79

[a] In all tables relating to Chapter I that show data for two or more survey years, the universe is restricted to respondents who provided the relevant information in both (all) years. In other words, the data in each table relate to precisely the same set of individuals at both (all) time periods. The only exception is Table 1A-16, in which each year's data relate to individuals who were employed as wage or salary earners in that year and who reported a rate of pay.

[b] Percentage not shown where base is fewer than 25 sample cases.

Table 1A-3 Age Distribution of Children Living at Home, 1972, by 1967 and by Race[a]

(Percentage distributions)

Age distribution of children, 1967	Number of respondents	Vertical percentage distribution	Age distribution of children, 1972						
			Total percent	Under 6 only	Under 6 and 6-17	6-13 only	6-13 and 14-17	14-17 only	None under 18
			WHITES						
Total or average	2,443	100	100	2	12	18	25	18	25
Under 6 only	96	4	100	5	54	41	0	0	0
Under 6 and 6-17	285	12	100	0	33	26	40	0	0
6-13 only	821	34	100	0	12	22	39	23	4
6-13 and 14-17	616	25	100	1	4	14	28	43	10
14-17 only	271	11	100	4	1	10	0	0	86
None under 18	354	14	100	7	6	10	0	0	77
			BLACKS						
Total or average	545	100	100	2	14	18	22	13	32
Under 6 only	14	2	100	b	b	b	b	b	b
Under 6 and 6-17	91	16	100	1	33	23	42	0	1
6-13 only	111	23	100	1	15	29	28	19	7
6-13 and 14-17	148	25	100	1	11	12	34	33	10
14-17 only	51	9	100	1	6	9	0	0	83
None under 18	130	24	100	5	1	11	0	3	80

a Respondents married with spouse present in 1967 and 1972. See Table 1A-2, Note a.

b Percentages not shown where base represents fewer than 25 sample cases.

Table 1A-4 Comparative Health Condition, 1967 and 1972, by Age and Race[a]

(Percentage distributions)

Age	Number of respondents	Total percent	No health problem either year	Health problem 1972, none 1967	Health problem 1967, none 1972	Health problems both years
	WHITES					
Total or average	3,165	100	75	8	8	8
35-39	1,014	100	82	7	6	6
40-44	1,000	100	76	8	9	8
45-49	1,151	100	69	11	9	11
	BLACKS					
Total or average	1,187	100	66	15	8	11
35-39	368	100	72	11	9	9
40-44	394	100	69	16	5	10
45-49	425	100	58	18	10	15

[a] See Table 1A-2, note a.

Table 1A-5 Attitude toward Market Work, 1972, by 1967 and by Race[a]

(Percentage distributions)

Attitude toward market work, 1967	Number of respondents	Vertical percentage distribution	Total percent	Favorable	Ambivalent	Unfavorable
	WHITES					
Total or average	3,122	100	100	32	41	27
Favorable	706	23	100	53	35	12
Ambivalent	1,290	41	100	32	44	24
Unfavorable	1,126	36	100	19	41	39
	BLACKS					
Total or average	1,167	100	100	40	38	22
Favorable	426	37	100	50	34	17
Ambivalent	450	38	100	37	38	24
Unfavorable	291	25	100	31	42	28

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[a] See Table 1A-2, note a.

Table 1A-6 Respondent's Perception of Husband's Attitude toward Her Working, by Respondent's Labor Force Status and Race: 1967 and 1972[a]

(Percentage distributions)

Husband's attitude	1967		1972	
	Employed as wage and salary worker 1967 and 1972	Out of labor force 1967 and 1972	Employed as wage and salary worker 1967 and 1972	Out of labor force 1967 and 1972
	WHITES			
Number of respondents	674	1,012	674	1,012
Total percent	100	100	100	100
Likes very much	28	5	27	5
Likes somewhat	27	8	30	8
Undecided	28	14	27	23
Dislikes somewhat	14	22	12	25
Dislikes very much	3	51	3	39
	BLACKS			
Number of respondents	271	154	271	154
Total percent	100	100	100	100
Likes very much	34	14	31	8
Likes somewhat	22	12	27	16
Undecided	23	22	26	24
Dislikes somewhat	17	11	13	21
Dislikes very much	4	41	3	32

[a] Respondents married, spouse present, 1967 and 1972, who were either employed as wage and salary workers in both 1967 and 1972 survey weeks or were out of the labor force in both survey weeks. See Table 1A-2, note a.

Table 1A-7 Labor Force Participation Rates, by Age and Race: Survey Weeks 1967 to 1972[a]

Age, 1967	Number of respondents interviewed all years	1967	1969	1971	1972
	WHITES				
Total or average	3,154	47.1	46.4	55.0	55.8
30-34	1,012	43.5	42.2	51.8	53.6
35-39	955	46.9	46.6	56.8	56.3
40-44	1,147	50.5	49.8	55.9	57.2
	BLACKS				
Total or average	1,176	67.5	60.1	65.5	63.4
30-34	365	62.6	57.4	64.4	61.4
35-39	387	70.4	61.4	65.2	63.1
40-44	424	69.2	61.5	66.9	65.6

[a] See Table 1A-2, note a.

Table 1A-8 Labor Force Participation Rates, by Age and Race: Survey Weeks 1967 to 1972: Ever Married and Never-Married Women Without Children, as of 1972[a]

Age, 1967	Number of respondents interviewed all years	1967	1969	1971	1972
	WHITES				
Total or average	570	71.1	70.6	71.3	69.5
30-34	106	81.7	76.7	79.3	76.9
35-39	144	73.5	77.2	74.6	71.9
40-44	320	66.6	65.6	67.3	66.2
	BLACKS				
Total or average	254	76.4	67.4	71.5	67.7
30-34	45	71.3	73.9	83.5	72.2
35-39	62	83.4	71.2	66.8	69.3
40-44	147	75.1	64.3	70.1	65.9

[a] See Table 1A-2, note a.

Table 1A-9 Labor Force and Employment Status, Survey Week 1972, by Survey Week 1967 and by Race[a]

(Percentage distributions)

Labor force and employment status, 1967	Number of respondents	Vertical percentage distribution	Labor force and employment status, 1972			
			Total percent	Employed	Unemployed	Out of labor force
			WHITES			
Total or average	3,195	100	100	54	2	44
Employed	1,449	45	100	79	2	19
Unemployed	59	2	100	64	8	28
Out of labor force	1,687	53	100	31	2	67
			BLACKS			
Total or average	1,207	100	100	61	2	37
Employed	741	63	100	78	2	20
Unemployed	62	5	100	58	8	34
Out of labor force	404	32	100	29	2	69

a See Table 1A-2, note a.

Table 1A-10

Number of Weeks in Labor Force, 1972, by 1966[a] and by Race

(Percentage distributions)

Weeks in the labor force, 1967	Number of respondents	Vertical percentage distribution	Weeks in the labor force, 1972							
			Total percent	0	1-5	6-13	14-26	27-39	40-49	50+
			WHITES							
Total or average	3,089	100	100	36	3	2	3	6	18	32
0	1,408	46	100	61	3	3	3	5	10	14
1-5	86	3	100	32	11	5	4	10	13	24
6-13	135	4	100	31	4	5	3	5	16	36
14-26	179	6	100	24	2	2	2	9	21	38
27-39	173	6	100	15	2	5	4	12	23	39
40-49	179	6	100	18	2	1	3	7	26	42
50-52	929	30	100	9	2	1	2	6	26	54
			BLACKS							
Total or average	1,162	100	100	28	3	3	2	5	18	41
0	272	23	100	63	5	5	2	2	8	15
1-5	47	3	100	61	8	5	2	4	8	12
6-13	56	4	100	18	6	7	5	5	15	44
14-26	110	9	100	38	3	5	4	9	10	32
27-39	85	7	100	22	4	2	3	7	13	49
40-49	95	8	100	10	0	2	1	11	22	55
50-52	497	45	100	10	3	1	2	5	24	55

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a Data relate to calendar year 1966 and to period between 1971 and 1972 surveys. See Table 1A-2, note a.

Table 1A-11 Number of Weeks Unemployed, 1972, by 1966 and by Race[a]

(Percentage distributions)

Number of weeks unemployed in 1966	Number of respondents	Vertical percentage distribution	Number of weeks unemployed in 1971				
			Total percent	None	1-4	5-14	15 or more
	WHITES						
Total or average	1,418	100	100	89	4	3	4
None	1,282	90	100	90	4	3	3
1-4	71	5	100	85	7	4	4
5-14	38	3	100	79	4	12	6
15 or more	27	2	100	71	4	13	12
	BLACKS						
Total or average	728	100	100	87	6	3	3
None	612	86	100	89	6	3	3
1-4	45	5	100	72	11	9	7
5-14	43	6	100	83	12	3	2
15 or more	28	3	100	77	3	4	17

[a] Respondents who were in the labor force at least one week in each period. Data relate to calendar year 1966 and to the period between the 1971 and 1972 interview. See Table 1A-2, note a.

Table 1A-12 Respondent's Perception of Progress during Past Five Years, by Age and Race[a]

(Percentage distributions)

Age	Number of respondents	Total percent	"Progressed"	"Held own"	"Moved backward"
	WHITES				
Total or average	1,218	100	60	37	4
35-39	351	100	63	33	4
40-44	381	100	59	37	4
45-49	486	100	57	39	4
	BLACKS				
Total or average	620	100	50	46	4
35-39	183	100	54	42	4
40-44	207	100	50	46	4
45-49	230	100	46	50	4

a Respondents in the labor force in the 1967 and 1972 survey weeks. See Table 1A-2, note a.

Table 1A-13 Comparative Number of Hours Worked, Survey Weeks 1967 and 1972, by Race[a]

(Percentage distributions)

Race	Number of respondents	Total percent	Full-time, 1967 and 1972	Full-time 1967, part-time 1972	Part-time 1967, full-time 1972	Part-time 1967 and 1972
Whites	837	100	54	10	24	12
Blacks	461	100	51	14	19	16

a Respondents employed as wage and salary workers at the times of the 1967 and 1972 survey weeks. See Table 1A-2, note a.

Table 1A-14 Means of Transportation to Work, by Race and Hours per Week Usually Worked: 1967 and 1972[a]

(Percentage distributions)

Means of transportation	1967						1972					
	WHITES			BLACKS			WHITES			BLACKS		
	Total	Full time	Part time	Total	Full time	Part time	Total	Full time	Part time	Total	Full time	Part time
Number of respondents	969	762	190	528	391	133	969	810	158	528	398	126
Total percent	100	100	100	100	100	100	100	100	100	100	100	100
Own auto	71	71	72	41	45	26	80	80	76	52	57	33
Ride with someone	8	10	4	16	17	10	6	7	4	16	15	19
Public transport	6	6	6	22	20	29	5	5	6	18	16	30
Walk	7	6	8	7	6	12	5	5	7	6	5	9
Own auto + other	4	4	6	4	4	6	2	2	1	2	3	1
Other	4	3	5	11	8	17	2	1	6	5	4	8

a Women employed in both survey weeks as wage and salary workers. See Table 1A-2, note a.

Table 1A-15 Mean Travel Time to Work, in Minutes,[a] by Mode of Travel, Hours Usually Worked, and Race: 1967 and 1972[b]

Mode of travel and hours usually worked	1967				1972			
	WHITES		BLACKS		WHITES		BLACKS	
	Number of respondents	Number of minutes	Number of respondents	Number of minutes	Number of respondents	Number of minutes	Number of respondents	Number of minutes
Own automobile	686	16	207	19	758	16	264	19
Full-time	536	17	165	20	638	17	218	20
Part-time	137	12	39	17	120	12	42	15
Other mode of travel	280	21	320	32	209	23	264	28
Full-time	223	23	226	30	171	23	180	29
Part-time	52	15	93	37	38	24	84	28
All modes of travel	969	17	528	27	969	18	528	24
Full-time	762	18	391	26	810	18	398	24
Part-time	190	13	133	31	158	15	126	24

[a] One-way.

[b] Respondents employed as wage and salary workers in survey week of both years. See Table 1A-2, note a.

Table 1A-16 Real Average Hourly Earnings (May 1972 Dollars), by Age and Race: 1967, 1969, 1971, and 1972 Respondents Employed as Wage and Salary Workers in Each Year[a]

Age	1967		1969		1971		1972		Percent increase, 1967-1972
	Number of respondents	Average hourly earnings	Number of respondents	Average hourly earnings	Number of respondents	Average hourly earnings	Number of respondents	Average hourly earnings	
					WHITES				
Total or average	1,355	$2.73	1,368	$2.85	1,440	$2.89	1,444	$2.97	9
35-39	410	2.69	400	2.92	436	2.90	450	2.90	8
40-44	419	2.75	437	2.83	460	2.92	460	3.03	10
45-59	526	2.73	531	2.82	544	2.86	534	2.97	9
					BLACKS				
Total or average	673	2.15	686	2.39	633	2.56	616	2.70	26
35-39	196	2.16	216	2.46	206	2.52	196	2.79	29
40-44	221	2.09	224	2.36	197	2.53	201	2.59	24
45-59	256	2.21	246	2.36	230	2.62	219	2.72	23

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[a] See Table 1A-2, note a.

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Table 1A-17 Real Average Hourly Earnings (May 1972 Dollars), by Age and Race: 1967, 1969, 1971, and 1972

Respondents Employed as Wage and Salary Workers in All Years[a]

Age	Number of respondents	1967	1969	1971	1972	Percent increase, 1967-1972
	WHITES					
Total or average	730	$2.83	$3.09	$3.21	$3.34	18
35-39	189	2.82	3.10	3.28	3.29	17
40-44	237	2.82	3.09	3.25	3.41	21
45-49	304	2.84	3.07	3.13	3.30	16
	BLACKS					
Total or average	342	2.39	2.70	2.84	3.00	26
35-39	95	2.30	2.58	2.80	3.06	33
40-44	113	2.43	2.81	2.80	2.96	22
45-49	134	2.43	2.69	2.92	3.00	23

[a] See Table 1A-2, note a.

Table 1A-18 Mean Real Annual Wage and Salary Income in 1971 Dollars, by Age and Race: 1966, 1968, 1970, and 1971[a]

Age	Number of respondents	1966	1968	1970	1971	Percent change, 1966-1971
	WHITES					
Total or average	705	$4,817	$5,680	$5,859	$6,238	29
35-39[b]	181	4,499	5,570	5,704	6,018	34
40-44	234	4,785	5,585	5,944	6,296	32
45-49	290	5,041	5,830	5,883	6,325	25
	BLACKS					
Total or average	390	3,828	4,503	5,007	5,369	40
35-39	106	3,711	4,427	4,953	5,142	39
40-44	132	3,698	4,579	4,977	5,493	49
45-49	152	4,033	4,493	5,074	5,425	35

[a] Respondents employed as wage and salary workers in all survey weeks. See Table 1A-2, note a.

[b] Two data cases have been removed from this age category and from the total because of obvious key-punch errors.

Table 1A-19 Annual Wage and Salary Income of Respondent, by Total Family Income and by Race: Respondents Reporting Some Earnings in 1971[a]

Family income in 1971 ($000's)	Number of respondents	Vertical percentage distribution	Wage and salary income of respondent in 1971 ($000's)							Mean of family income	Mean of respondent's earnings	Percent of family income earned by respondent
			Total percent	Less than 2	2-3.9	4-5.9	6-7.9	8-9.9	10+			
WHITES												
Total or average	911	100	100	26	24	24	14	7	5	$15,954	$4,220	26
Less than 8	80	8	100	48	37	12	3	0	0	4,381	2,164	49
8-9.9	98	11	100	44	38	14	4	0	0	9,096	2,451	27
10-11.9	108	11	100	35	31	25	8	1	1	11,080	3,113	28
12-13.9	136	15	100	33	35	22	8	2	0	12,992	3,076	24
14-15.9	119	13	100	23	24	32	20	2	0	14,982	3,908	26
16-19.9	179	20	100	17	15	32	23	10	3	17,724	4,873	27
20+	191	22	100	11	12	20	20	19	19	26,761	6,720	25
BLACKS												
Total or average	312	100	100	34	24	21	10	7	5	11,731	4,161	35
Less than 6	78	20	100	78	15	6	0	0	0	4,309	1,313	30
6-7.9	44	12	100	59	38	0	4	0	0	6,963	1,804	26
8-9.9	53	18	100	23	51	23	3	0	0	9,070	3,096	34
10-13.9	58	21	100	20	24	41	6	8	0	11,862	4,098	35
14+	79	29	100	9	6	25	26	17	17	20,361	7,801	38

[a] Includes only respondents who were married and living with their husbands at the time of the 1972 survey and who reported wage and salary income for 1971.

Table 3A-1 Career Status of Respondents, by Marital Status and Race[a]

(Percentage distributions)

Marital and child status and race	Number of respondents	Total percent	Career	Noncareer		
				Total	Strong attachment[d]	Weak attachment[e]
All marital status categories[b]						
Total	4,402[c]	100	11	89	6	84
Whites	3,195	100	10	90	5	85
Blacks	1,207	100	14	86	12	74
Ever-married with children						
Total	3,915	100	7	93	4	89
Whites	2,875	100	7	93	3	90
Blacks	1,040	100	11	89	11	78
Ever-married without children						
Total	245	100	32	68	14	54
Whites	174	100	31	69	14	55
Blacks	71	100	41	59	16	43
Never-married without children						
Total	183	100	49	51	29	23
Whites	140	100	49	51	29	22
Blacks	43	100	50	50	20	29

[a] Universe consists of respondents who were interviewed in 1972.

[b] Never-married respondents with children are included in the total but are not shown separately.

[c] Includes a total of 1,099 respondents for whom career status could not be ascertained. These are excluded from the base for purpose of calculating the percentage distributions.

[d] Women who meet the 75-percent-of-time criterion for career status, but not the occupational criterion. See text, p. 59 .

[e] Women who do not meet the 75-percent-of-time criterion for career status. See text, p. 59 .

Table 3A-2 Percent Distributions of All Employed Women and of Career Women, by Occupation and by Race, 1972[a]

Occupation	TOTAL		WHITES		BLACKS	
	All employed women	Career women	All employed women	Career women	All employed women	Career women
Number of respondents[b]	2,435	352	1,721	241	714	111
Total percent	100	100	100	100	100	100
Professional, technical	15.6	26.5	16.2	26.3	11.2	27.6
Managerial	6.3	5.3	6.9	6.0	2.3	0.7
Clerical	35.6	43.9	38.0	47.9	16.5	17.7
Sales	5.3	0.4	5.6	0.4	2.5	0.0
Blue collar[c]	16.4	13.8	15.8	13.5	20.6	15.5
Domestic services	3.0	1.4	1.4	0.4	15.2	8.3
Other services	15.5	6.4	13.6	2.8	29.9	30.3

[a] Universe consists of those respondents who were employed in 1972.

[b] Agricultural workers are included in the total but are not shown separately.

[c] Includes craftsmen, operatives, and nonfarm laborers.

Table 4A-1 Regressions Relating Average Hourly Earnings to Human Capital Variables, Sex-Type of Occupation, and Control Variables for Women in the MEDIUM SKILL Category: Whites and Blacks

Variable	WHITES		BLACKS	
	Regression coefficient	t-ratio	Regression coefficient	t-ratio
EDUCATION	0.027	3.62**	0.029	2.11*
EVER TRAIN	0.061	1.97*	0.114	1.71*
TENURE	0.008	3.02**	0.005	1.08
YEARS WORKED	0.011	4.93**	-0.001	-0.24
WEEKS WORKED	0.002	4.93**	-0.002	-2.00*
FEMOCC	-0.107	-3.00**	0.007	0.10
SKILL 5	0.099	3.23**	0.097	1.55
Control variables:				
BAD HEALTH	0.025	0.53	0.089	1.11
PRIVATE	-0.064	-1.85*	-0.143	-2.40**
SOUTH	-0.043	-1.47	-0.240	-3.28**
SIZE	0.00005	4.52**	0.00004	2.20*
PART-TIME	-0.033	-0.90	-0.278	-2.31*
COLBAR	0.089	2.68**	0.187	3.58**
CONSTANT	4.76	42.80**	5.68	21.16**
$\bar{R}^2$	0.352		0.570	
F-ratio	17.20		11.52	
Number of sample cases	388		104	

* Significant at $\alpha \leq .05$, 1-tail test.
** Significant at $\alpha \leq .01$, 1-tail test.

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Table 6A-1 Regression Results: Logit Analysis of the Likelihood of Family Migration 1967 to 1972[a]

(t-ratios in parentheses)

Variable	Equation (1)	Equation (2)	Equation (3)	Equation (4)	Mean	Standard deviation
Constant	- 1.99 (-23.98)***	-1.80 (-2.93)***	- 1.97 (-26.60)***	- 1.83 (-3.01)***		
Employed wife, 1967 (dummy)	- 0.356 (- 2.51)***	-0.266 (-1.84)**			0.409	0.492
Husband's age, 1967		-0.044 (-3.53)***		-0.040 (-3.26)***	40.4	6.1
Husband's education, 1967		0.134 (5.90)***		0.132 (5.85)***	11.8	3.2
Children aged 6-18 (dummy)		-0.188 (-1.04)		-0.235 (-1.30)*		
Wife's job tenure, 1967			- 0.148 (- 3.02)***	-0.135 (-2.69)***	1.99	4.31
Wife's tenure squared			0.004 (1.55)*	0.004 (1.47)*	22.5	77.0
Pseudo R^2 [b]	.006	.057	.017	.066		
Likelihood of ratio test	6.50	66.67	19.47	77.09		
Number of sample cases	2,322	2,322	2,322	2,322	2,322	2,322

* Significant at $\alpha \leq .10$, 1-tail test.

** Significant at $\alpha \leq .05$, 1-tail test.

*** Significant at $\alpha \leq .01$, 1-tail test.

[a] The dependent variable used in the analyses is constructed from a dummy variable with the value of "1" if the respondent reports a different SMSA or county of residence in 1967 than in 1972 and "0" otherwise.

[b] PSEUDO $R^2 = [1 - \exp\{Z (L_w - L_r/T)\}]/[1 - \exp\{Z (L_w - L_{max})/T\}]$ where L_w is the maximum of the log of the likelihood function using a constant, L_r is the maximum using all variables and L_{max} is the maximum possible.

Table 6A-2 Probability of Family Migration, 1967 to 1972, by Wife's Job Tenure and Presence of School-Aged Children

Presence of children, aged 16-18 in family / Wife's tenure at 1967 job	No children aged 6-18	Any children aged 6-18
0 Years	13.2%	10.7%
5 Years	7.9%	6.3%
10 Years	5.5%	4.4%

Source: Calculated on the basis of regression coefficients in Equation (4), Table 6A-1.

Table 6A-3 Summary Statistics for Variables Used in Tables 6.3 and 6.5

Variable	Mean	Standard deviation
Change in husband's labor market earnings 1966-1967 (in dollars per year)	3,217	3,551
Husband's labor market earnings 1966 (in dollars)	8,526	3,333
Change in family's earnings 1966-1971 (in dollars per year)	4,371	3,932
Family's labor market earnings 1966 (in dollars)	9,742	3,501
Change in wife's weeks worked 1966-1971	6.04	22.81
Wife's weeks worked 1966	18.58	22.83
Migrants 1967-1971 (dummy)	.077	.267
Migrants 1969-1971 (dummy)	.028	.164
Multiple migrants (dummy)	.006	.077
Intrafirm transfers (1968-1971)	.018	.134
Husband's education	11.9	3.0
Husband's age, 1967	39.9	5.5

Table 7A-1a Unadjusted and Adjusted[a] Proportions of Full-Time Wage and Salary Workers[b] with Propensity to Change Jobs, by Selected Characteristics, 1972

MCA results (F-ratios in parentheses)

Characteristic	Number of respondents	Unadjusted percent	Adjusted percent
Total sample (8.44**)	1,437	64.0	64.0
$\bar{R}^2 = 0.063$			
Age (0.78)			
35-39	429	64.3	61.8
40-44	480	64.4	64.1
45-49	528	63.5	65.6
Race (2.43)			
White	1,012	63.3	63.3
Black	425	70.0	69.2
Family status (2.88*)			
MSP, child(ren) under 18	672	65.5	64.3
Non-MSP, child(ren) under 18	200	67.6	65.5
MSP, no child(ren) under 18	313	56.6	58.5
Non-MSP, no child(ren) under 18	252	67.8	69.9
Job satisfaction[c] (15.38**)			
Likes job very much	810	56.8	57.4
Likes job somewhat	533	72.4	71.9
Dislikes job	91	84.4	82.1
Tenure in 1972 job (11.17**)			
Less than 1 year	83	80.8	79.1
1-5 years	352	73.0	72.7
6-9 years	407	66.6	66.5
10-14 years	273	56.2	56.9
15 years or more	322	53.1	53.5

* Significant at $\alpha \leq .05$.

** Significant at $\alpha \leq .01$.

[a] Adjusted for the effects of all the variables shown in the stub of the table. For method of adjustment, see text.

[b] Analysis confined to respondents employed as nonagricultural and nondomestic wage and salary earners in 1972.

[c] The small number of cases for which information on the variable was not ascertained were included in the analysis but not reported.

Table 7A-1b Unadjusted and Adjusted[a] Proportions of Part-Time Wage and Salary Workers[b] with Propensity to Change Jobs, by Selected Characteristics, 1972

MCA results (F-ratios in parentheses)

Characteristic	Number of respondents	Unadjusted percent	Adjusted percent
Total sample (3.72**)	413	54.1	54.1
$\bar{R}^2 = 0.079$			
Age (0.13)			
35-39	161	53.3	53.6
40-44	120	51.7	52.9
45-49	132	57.7	56.1
Race (3.40)			
White	339	52.5	53.0
Black	74	78.4	71.0
Family status (2.68*)			
MSP, child(ren) under 18	282	52.1	52.7
Non-MSP, child(ren) under 18	51	61.0	57.1
MSP, no child(ren) under 18	58	50.9	51.2
Non-MSP, no child(ren) under 18	22	d	d
Job satisfaction[c] (3.88**)			
Likes job very much	247	47.5	47.8
Likes job somewhat	141	62.9	63.5
Dislikes job	24	d	d
Tenure in 1972 job (5.65**)			
Less than 1 year	54	56.4	54.5
1-5 years	163	62.0	62.0
6-9 years	128	52.1	53.2
10-14 years	37	52.8	53.0
15 years or more	31	19.0	17.6

* Significant at $\alpha \leq .05$.

** Significant at $\alpha \leq .01$.

[a] Adjusted for the effects of all the variables shown in the stub of the table. For method of adjustment, see text.

[b] Analysis confined to respondents employed as nonagricultural and nondomestic wage and salary earners in 1972.

[c] The small number of cases for which information on the variable was not ascertained were included in the analysis but not reported.

[d] Percentages not reported when less than 25 cases.

Table 7A-2a Unadjusted and Adjusted[a] Proportions of Full-Time Workers[b] Making Voluntary Job Change, 1969 to 1971, by Selected Characteristics

MCA results (F-ratios in parentheses)

Characteristic	Number of respondents	Unadjusted percent	Adjusted percent[a]
Total sample (4.13**)	1,190	10.5	10.5
$\bar{R}^2 = 0.059$			
Age, 1972 (5.28**)			
35-39	321	15.5	15.1
40-44	394	10.8	10.0
45-49	475	7.2	8.0
Race (1.86)			
White	803	10.7	11.0
Black	387	9.1	7.6
Family status, 1969 (0.19)			
MSP, child(ren) under 18	598	11.9	11.0
Non-MSP, child(ren) under 18	196	11.7	10.4
MSP, no child(ren) under 18	199	8.0	10.3
Non-MSP, no child(ren) under 18	197	7.7	9.2
Job satisfaction, 1969 (8.12**)			
Likes job very much	753	8.1	8.1
Likes job somewhat	358	13.2	13.4
Dislikes job	39	28.6	29.4
NA	40	16.0	14.0
Tenure in 1969 job (6.36**)			
Less than 1 year	135	22.5	22.1
1-5 years	212	14.2	12.6
6-9 years	236	10.1	10.0
10-14 years	223	6.9	8.1
15 years or more	233	2.6	4.5
NA	151	13.7	11.4
Relative educational attainment (1.68)			
Mean minus 2+ years	142	13.9	12.6
Mean minus 1-1.9 years	124	18.4	17.4
Mean ± 0.9 years	559	9.3	9.9
Mean plus 1-1.9 years	135	10.4	9.9
Mean plus 2+ years	113	7.7	6.9
NA	117	8.7	9.1
Relative hourly earnings, 1969 (1.93)			
Mean minus \$1.00+/hour	48	15.2	13.0
Mean minus \$0.50 - \$0.99/hour	167	16.1	14.6
Mean ± \$0.49/hour	585	11.7	11.0
Mean plus \$0.50 - \$0.99/hour	129	4.5	5.4
Mean plus \$1.00/hour	87	1.6	6.1
NA	174	9.2	10.7

** Significant at $\alpha \leq .01$.

[a] See footnote a, Table 7A-1a.

[b] See footnote b, Table 7A-1a.

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Table 7A-2b Unadjusted and Adjusted[a] Proportions of Part-Time Workers[b] Making Voluntary Job Change, 1969 to 1971, by Selected Characteristics

MCA results (F-ratios in parentheses)

Characteristic	Number of respondents	Unadjusted percent	Adjusted percent
Total sample (1.50)	334	20.9	20.9
$\bar{R}^2 = 0.035$			
Age, 1972 (1.68)			
35-39	127	26.9	25.5
40-44	98	19.4	20.3
45-49	109	15.1	15.9
Race (0.11)			
White	271	21.2	21.1
Black	63	16.1	18.3
Family status, 1969 (0.99)			
MSP, child(ren) under 18	243	20.2	19.4
Non-MSP, child(ren) under 18	41	22.9	19.8
MSP, no child(ren) under 18	36	24.4	31.7
Non-MSP, no child(ren) under 18	14	c	c
Job satisfaction, 1969 (2.75*)			
Likes job very much	190	16.2	15.4
Likes job somewhat	96	26.9	27.8
Dislikes job	21	c	c
NA	27	22.3	25.6
Tenure in 1969 job (3.61**)			
Less than 1 year	35	31.2	31.8
1-5 years	107	24.0	22.4
6-9 years	59	16.6	15.4
10-14 years	34	7.5	9.1
15 years or more	29	2.1	0.8
NA	70	28.4	31.0
Relative educational attainment (0.85)			
Mean minus 2+ years	34	19.6	12.9
Mean minus 1-1.9 years	34	14.8	14.8
Mean ± 0.9 years	155	21.7	21.4
Mean plus 1-1.9 years	50	28.2	29.2
Mean plus 2+ years	31	14.8	21.2
NA	30	18.1	17.4
Relative hourly earnings, 1969 (1.08)			
Mean minus $1.00+/hour	31	21.3	21.8
Mean minus $0.50 - $0.99/hour	52	27.1	29.2
Mean ± $0.49/hour	156	18.3	17.5
Mean plus $0.50 - $0.99/hour	27	28.3	30.6
Mean plus $1.00/hour	18	c	c
NA	50	18.8	19.4

* Significant at $\alpha \leq .05$.

** Significant at $\alpha \leq .01$.

[a] See footnote a, Table 7A-1a.

[b] See footnote b, Table 7A-1a.

[c] Percent not shown where base is smaller than 25 sample cases.

Table 7A-2c Unadjusted and Adjusted[a] Proportions of Respondents[b] Making Voluntary Job Change, 1969 to 1971, by Selected Characteristics
Respondents with Stable Labor Force Attachment[b]

MCA results (F-ratios in parentheses)

Characteristic	Number of respondents	Unadjusted percent	Adjusted percent[a]
Total sample (4.20**)	1,413	10.8	10.8
$\bar{R}^2 = 0.056$			
Age, 1972 (5.36**)			
35-39	411	15.5	14.6
40-44	452	11.3	10.9
45-49	550	6.8	8.0
Race (0.71)			
White	985	11.0	11.1
Black	428	9.6	9.0
Family status, 1969 (0.02)			
MSP, child(ren) under 18	770	11.9	10.8
Non-MSP, child(ren) under 18	217	12.7	11.1
MSP, no child(ren) under 18	216	7.7	10.4
Non-MSP, no child(ren) under 18	210	8.4	11.1
Hours in 1969 job[c] (1.42)			
Full-time	1,109	9.3	10.1
Part-time	283	16.1	13.4
Job satisfaction, 1969 (8.71**)			
Likes job very much	890	8.2	8.2
Likes job somewhat	410	14.5	14.7
Dislikes job	53	27.0	25.9
NA	60	13.1	11.4
Tenure in 1969 job (7.93**)			
Less than 1 year	157	20.5	20.7
1-5 years	286	15.7	13.8
6-9 years	274	8.5	8.5
10-14 years	245	6.3	7.4
15 years or more	248	2.0	4.1
NA	203	16.2	14.8
Relative educational attainment (1.17)			
Mean minus 2+ years	162	13.7	12.5
Mean minus 1-1.9 years	152	14.9	13.8
Mean ± 0.9 years	659	10.2	11.0
Mean plus 1-1.9 years	164	13.1	11.8
Mean plus 2+ years	142	7.7	7.4
NA	134	7.6	6.9

Table continued on next page.

Table 7A-2c - continued.

Characteristic	Number of respondents	Unadjusted percent	Adjusted percent[a]
Relative hourly earnings, 1969 (1.02)			
Mean minus $1.00+/hour	70	14.6	12.3
Mean minus $0.50 - $0.99/hour	201	14.7	13.7
Mean ± $0.49/hour	682	11.9	10.9
Mean plus $0.50 - $0.99/hour	140	6.5	7.8
Mean plus $1.00+/hour	100	3.4	6.9
NA	220	9.1	11.4

** Significant at $\alpha \leq .01$.

a See footnote a, Table 7A-1a.

b In addition to the universe restriction described in footnote b, Table 7A-1a, the universe in this table is further restricted to women who had not absented themselves from the labor force between the survey dates in 1969 and 1971 for longer than 12 weeks (24 weeks in the case of teachers). See text footnote 16.

c See footnote c, Table 7A-1a.

Table 7A-3a Unadjusted and Adjusted[a] Percentage Change in Average Hourly Earnings 1969 to 1971, by Comparative Job Status and Selected Other Characteristics: Respondents Employed Full-Time 1969 and 1971[b]

MCA results (F-ratios in parentheses)

Characteristic	Number of respondents	Percent change (unadjusted)	Percent change (adjusted)[a]
Total sample (9.56**)	1,125	18.9	18.9
$\bar{R}^2 = 0.070$			
Comparative job status, 1969-1971 (0.32)			
Same employer	961	18.7	19.1
Voluntary job change	117	20.8	17.4
Involuntary job change	47	19.5	18.2
Race (0.02)			
White	758	18.5	19.0
Black	367	21.2	18.7
Comparative occupation category, 1969-1971 (0.94)			
Same 3-digit code	801	18.3	18.5
Different 3-digit code	324	20.4	19.9
Migrant status, 1969-1971 (2.20)			
Same SMSA or county	1,094	18.8	18.7
Different SMSA or county	31	23.0	24.6
Training, 1969-1971 (10.95**)			
Some	260	21.1	23.0
None	865	18.3	17.7
Average hourly earnings, 1969 (23.41**)			
Less than \$1.50	109	40.4	41.2
\$1.50-\$1.99	280	20.1	20.6
\$2.00-\$2.49	267	19.1	19.3
\$2.50-\$3.24	266	15.6	15.6
\$3.25 or more	203	14.4	13.3

** Significant at $\alpha \leq .01$.

a Universe consists of respondents employed as wage and salary workers in nonagricultural and nondomestic service jobs in the survey weeks of 1969 and 1971.

b Adjusted for the effects of all the variables shown in the stub of the table. For method of adjustment, see text.

Table 7A-3b Unadjusted and Adjusted[a] Percentage Changes in Average Hourly Earnings, 1969 to 1971, by Comparatave Job Status and Selected Other Characteristics: Respondents Employed Part-Time 1969 and/or 1971[b]

MCA results (F-ratios in parentheses)

Characteristic	Number of respondents	Percent change (unadjusted)	Percent change (adjusted)[a]
Total sample (6.96**)			
$\bar{R}^2 = 0.178$	303	25.4	25.4
Comparative job status, 1969-1971 (3.54*)			
Same employer	225	20.4	22.8
Voluntary job change	58	50.4	41.6
Involuntary job change	20	d	d
Race (1.64)			
White	248	26.1	26.6
Black	55	16.8	9.8
Comparative occupation category, 1969-1971 (0.29)			
Same 3-digit code	187	22.9	24.0
Different 3-digit code	116	29.6	27.8
Migrant status, 1969-1971[c] (0.25)			
Same SMSA or county	294	24.7	25.2
Different SMSA or county	8	d	d
Training, 1969-1971 (2.39)			
Some	67	26.7	35.2
None	236	25.1	22.6
Average hourly earnings, 1969 (16.61**)			
Less than $1.50	60	86.2	87.7
$1.50-$1.99	90	15.6	15.1
$2.00-$2.49	58	19.4	18.3
$2.50-$3.24	48	11.3	13.5
$3.25 or more	47	5.6	4.2

* Significant at $\alpha \leq .05$.

** Significant at $\alpha \leq .01$.

[a] Adjusted for the effects of all the variables shown in the stub of the table. For method of adjustment, see text.

[b] Universe consists of respondents employed as wage and salary workers in nonagricultural and nondomestic service jobs in the survey weeks of 1969 and 1971.

[c] The small number of cases for which information on the variable was not ascertained were included in the analysis but are not reported.

[d] Percentage not shown where number of sample cases is smaller than 25.

Table 7A-4a Unadjusted and Adjusted[a] Proportions of Respondents[b] Highly Satisfied with Their Jobs, 1972, by Comparative Job Status and Selected Other Characteristics: Respondents Employed Full-Time 1969 and 1971[a]

MCA results (F-ratios in parentheses)

Characteristic	Number of respondents	Percent highly satisfied (unadjusted)	Percent highly satisfied (adjusted)[a]
Total sample (17.97**)	1,072	57.9	57.9
$\bar{R}^2 = 0.113$			
Comparative job status, 1969-1971 (1.62)			
Same employer	919	59.6	58.7
Voluntary job change	112	51.9	56.3
Involuntary job change	41	37.5	45.9
Job satisfaction, 1969 (57.93**)			
Liked job very much	665	68.8	68.3
Other	356	33.9	35.2
NA	51	69.2	68.0
Race (1.89)			
White	729	59.1	58.7
Black	343	50.3	53.0
Comparative occupation category, 1969-1971 (0.64)			
Same 3-digit	760	59.8	58.7
Different 3-digit	312	53.5	56.2
Migrant status, 1969-1971[c] (0.05)			
Same SMSA or county	1,044	58.0	58.0
Different SMSA or county	28	54.6	56.2
Training, 1969-1971 (7.41**)			
Some	268	67.3	64.6
None	804	54.8	55.7

** Significant at $\alpha \leq .01$.

[a] Adjusted for the effects of all the variables shown in the stub of the table. For method of adjustment, see text.

[b] Universe consists of respondents employed as wage and salary workers in nonagricultural and nondomestic service jobs in the survey weeks of 1969 and 1971.

[c] The small number of cases for which information in the variable was not ascertained were included in the analyses but are not reported.

Table 7A-4b Unadjusted and Adjusted[a] Proportions of Respondents Highly Satisfied with Their Jobs, 1972, by Comparative Job Status and Selected Other Characteristics: Respondents Employed Part-Time 1969 and/or 1971[b]

MCA results (F-ratios in parentheses)

Characteristic	Number of respondents	Percent highly satisfied (unadjusted)	Percent highly satisfied (adjusted)[a]
Total sample (3.76**)	287	55.6	55.6
$\bar{R}^2 = 0.080$			
Comparative job status, 1969-1971 (1.71)			
Same employer	216	56.1	55.7
Voluntary job change	53	58.2	60.7
Involuntary job change	18	d	d
Job satisfaction, 1969 (15.12**)			
Liked job very much	165	66.9	66.9
Other	92	33.4	33.1
NA	30	62.0	62.5
Race (0.33)			
White	232	55.7	55.1
Black	55	54.5	61.4
Comparative occupation category, 1969-1971 (0.16)			
Same 3-digit	175	54.6	54.7
Different 3-digit	112	57.1	57.0
Migrant status, 1969-1971[c] (0.39)			
Same SMSA or county	280	55.9	55.8
Different SMSA or county	6	d	d
Training, 1969-1971 (0.01)			
Some	65	59.8	56.0
None	222	54.3	55.4

** Significant at $\alpha \leq .01$.

[a] Adjusted for the effects of all the variables shown in the stub of the table. For method of adjustment, see text.

[b] Universe consists of respondents employed as wage and salary workers in nonagricultural and nondomestic service jobs in the survey weeks of 1969 and 1971.

[c] The small number of cases for which information in the variable was not ascertained were included in the analysis but are not reported.

[d] Percentage not shown where number of sample cases is smaller than 25.

APPENDIX B

GLOSSARY

This glossary defines all of the variables that have been used in the analysis in this volume. So far as possible, all variations in acronyms for individual variables are included. "Item numbers" refer to the interview schedules in Appendix D. References without a date are to the 1972 schedule.

APPENDIX B

GLOSSARY

ADULT RELATIVE

A binary variable indicating that there was at least one individual 18 years of age or older living in the respondent's household who was related to the respondent.

AGE

Age of the respondent as of her last birthday prior to April 1, 1972, unless otherwise indicated.

AGE DISTRIBUTION OF CHILDREN: See AGE OF YOUNGEST CHILD

AGE OF YOUNGEST CHILD

Respondents were divided into four categories according to the age of the youngest of the respondent's own children living in the household at the time of a survey, irrespective of the possible presence of older children living at home or the existence of children not residing with the respondent at a survey date.

Child Under 6

Includes all women whose youngest child was under six years of age.

Child 6 to 13

Includes all women whose youngest child was between 6 and 13 years of age.

Child 14 to 17

Includes all women whose youngest child was between 14 and 17 years of age.

No Children or Children 18 or Older

Includes all women with no children or children 18 or older living at home.

ANNUAL EARNINGS: See WAGE AND SALARY INCOME

ANNUAL FAMILY EARNINGS

The wage, salary, and net self employment income received by the respondent, her husband, or other family members in the calendar year preceding the survey week. It is measured in actual dollar amounts.

ATTITUDE TOWARD JOB

The respondent's report of her feelings toward her job at the time of interview when confronted with the following four alternatives: "like it very much, like it fairly well, dislike it somewhat, dislike it very much." [See item 34, 1972 schedule.]

ATTITUDE TOWARD MARKET WORK

An index summarizing the respondent's attitude toward the propriety of a married woman with young school-aged children working outside the home. In 1967 and 1972, respondents were asked about their attitudes toward a married woman with children between the ages 6 and 12 working outside the home under three circumstances: first, if economically necessary; second, if she wanted to and her husband agreed; and third, if she wanted to and her husband disagreed. There were five possible answers to each question ranged on a Likert scale from "definitely not all right" to "definitely all right." The composite index was obtained by summing the responses to the three questions. The resulting index ranged from a value of 3 (most unfavorable) to a value of 15 (most favorable). A favorable attitude is defined as codes 12 through 15; an unfavorable attitude is defined as codes 3 through 9; an ambivalent attitude consists of codes 10 through 11. See items 66a, 66b, and 66c in the 1967 schedule and items 42a, 42b, and 42c in the 1972 schedule.

AVERAGE HOURLY EARNINGS

Usual gross rate of compensation per hour on job held by a wage and salary worker during the survey week. If a time unit other than an hour was reported, hourly rates were computed by first converting the reported figure into a weekly rate and then dividing by the number of hours usually worked per week on the job.

AVERAGE WORK EXPERIENCE

This is a veriable indicating the average number of years a particular category of women worked at least six months between completion of formal schooling and 1967, 1969, or 1971. [See YEARS WORKED.]

BAD HEALTH

A binary variable indicating that a respondent's health limited the amount or kind of work outside the home in which she could engage. [See HEALTH CONDITION.]

BLACK

A binary variable indicating that the respondent is Negro. [See RACE.]

BOSE INDEX OF SOCIOECONOMIC STATUS

An ordinal measure of the prestige of an occupation, developed from the responses of a sample of 197 white households in the Baltimore Metropolitan Area to questions about the prestige of 110 selected occupations. These rankings within each occupation were averaged and the mean values transformed to a metric with values 0 to 100. The latter scores were regressed on the 1959 median earnings and 1960 median years of school completed of the civilian experienced female labor force employed in these occupations. The resultant equation was then used to estimate the mean prestige scores for occupations in which women in the NLS sample were represented. [See Christine E. Bose. *Jobs and Gender: Sex and Occupational Prestige*. Baltimore: The Johns Hopkins Press, 1973, Appendix E.]

BOTH INFANT AND PRESCHOOLER

A binary variable indicating that the respondent had both a child under 3 years of age and one 3 to 5 years of age living in the household.

CAREER: See text, Chapter III, pp. 58-60.

CENTER CARE: See DAY CARE CENTER

CHANGE IN FAMILY'S EARNINGS, 1966-1971

Actual dollar amount difference in the respondent's and her husband's income from wages, salary, commission, tips, and net self employment income in calendar year 1966 and calendar year 1971. Respondents' husbands reporting incomes of less than $1,000 in either 1966 or in 1971 were excluded from the regression analysis.

CHANGE IN WIFE'S WEEKS WORKED, 1966-1971

Actual difference between the total number of weeks worked by the respondent in the 12-month period prior to the 1967 and 1972 survey dates. [See WEEKS EMPLOYED.]

CHILD 0-5

A binary variable indicating that the respondent has at least one child less than six years of age living in her household.

CHILD CARE

Refers to an arrangement made by a mother who works outside the home for the care of her child(ren) during the time she is away from the home. The arrangements include care within the woman's home by a relative or a nonrelative, care outside the woman's home by a relative, a nonrelative, or a day care center. See items 21a, 21b, 21c, and 21d in the 1967 schedule. [See DAY CARE CENTER, NONFAMILY CARE and CENTER CARE.]

CHILDREN: See NUMBER OF CHILDREN

CHILDREN AGED 6-18

A binary variable indicating that the respondent had at least one son or daughter between 6 and 18 years of age living in the household.

CLASS OF WORKER

Wage and Salary Worker

A person working for a rate of pay per unit-time, commission, tips, payment in kind, or piece rate for a private employer or government unit.

Self-employed Worker

A person working in her own unincorporated business, profession, or trade, or operating a farm for profit or fees.

Unpaid Family Worker

A person working without pay on a farm or in a business operated by a member of the household to whom she is related by blood or marriage.

COLBAR

A binary variable indicating that a respondent's wages in her survey week job were set by collective bargaining.

COMPARATIVE JOB STATUS

Comparative job status is based on a comparison of the employer for whom the respondent worked at two specified survey dates. Respondents are classified into two major categories: "same employer" and "different employer." The latter category is further divided according to whether the job change was voluntary or involuntary. Where a worker has several jobs between the two survey dates in question, the reason for the separation from the job held in the earlier survey week is used to classify the change as voluntary or involuntary.

COMPARATIVE LABOR MARKET STATUS: See STAYER, ENTRANT, EXITER

COMPARATIVE OCCUPATION CATEGORY

A comparison of the respondent's 3-digit occupational codes in the two reference periods.

COMPARISON OF EMPLOYER: See COMPARATIVE JOB STATUS

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DAY CARE CENTER

This refers to private or public sponsored centers or homes which are organized to care for groups of children. These include prekindergartens organized by the school system, nursery schools, day care centers, settlement houses, church sponsored facilities, group care facilities available at the respondent's place of employment, or residential homes which care for children on a regular paid basis; kindergartens are excluded. The terms "private" and "public" refer to the sponsorship or ownership of the day care facility and not its sources of funding. For example, "private" centers may receive state and federal revenue assistance and "public" centers revenue from parent fee payments.

DEMAND FOR FEMALE LABOR

An indicator of the extent to which the industrial structure of a community provides jobs normally held by women. The index was calculated for each PSU by multiplying the number employed (in 1960) in each of the industries within the PSU by the national fraction of that industry's employment represented by women, summing the individual products, and then dividing the resultant sum by the total civilian employment in the PSU (excluding the category "industry not reported.") [See PSU.]

EDUCATION: See HIGHEST YEAR OF SCHOOL COMPLETED

EDUCATIONAL ATTAINMENT: See HIGHEST YEAR OF SCHOOL COMPLETED

EMNC

A binary variable indicating that a respondent has ever been married and has never had (acquired) children. [See MARITAL STATUS.]

EMPLOYED: See LABOR FORCE AND EMPLOYMENT STATUS

EMPLOYED WIFE, 1967

A binary variable indicating the respondent was both married and employed at the 1967 survey date. [See LABOR FORCE AND EMPLOYMENT STATUS and MARITAL STATUS.]

EMPLOYER CHANGE: See COMPARATIVE JOB STATUS

EMWC

A binary variable indicating that a respondent has ever been married and has ever borne (acquired) children. [See MARITAL STATUS.]

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ENTRANT

A binary variable indicating that a respondent who was out of the labor force in time t-1 had entered the labor force by time t.

ENTRY RATE

The ratio of women who had entered the labor force by a specific survey date to all those out of the labor force at some previous survey date (expressed in percentage terms).

EVER TRAIN

A binary variable indicating that the respondent had completed a training program aside from regular schooling either prior to 1967 or between 1967 and 1972. [See OCCUPATIONAL TRAINING.]

EXIT RATE

The ratio of women who had left the labor force by a specific survey date to all those in the labor force at some previous survey date (expressed in percentage terms).

EXITER

A binary variable indicating that a respondent who was in the labor force in time t-1 had left the labor force by time t. [See LABOR FORCE AND EMPLOYMENT STATUS.]

EXPERIENCE

A series of variables representing a respondent's work history. [See TENURE, WEEKS WORKED, and YEARS WORKED.]

FAMILY EARNINGS, 1966

The actual dollar amount of the respondent's and her husband's income from wages, salary, tips, commissions, and net self-employment income during calendar year 1966. Respondents whose husbands earned less than $1,000 were excluded from the regression analysis.

FAMILY INCOME

Income from all sources (including wages and salaries, net income from business or farm, pensions, dividends, interest, rent, royalties, social insurance, and public assistance) received by any family member living in the household of the respondent in the calendar year preceding the survey week. Income of nonrelatives living in the household is not included.

FEM OCC

A binary variable indicating that a respondent is in a typically female occupation. [See FEMALE OCCUPATION, OCCUPATION'S SEX LABEL, TYPICALLY MALE, or TYPICALLY FEMALE.]

FEMALE OCCUPATION

A continuous variable derived from the 1970 Census of Population data which compares the degree of representation of women in a 3-digit occupation and their representation in the experienced civilian labor force. A negative difference indicates a smaller-than-average proportion of women in the occupation; a positive difference implies a greater-than-average proportion.

FULL TIME EMPLOYMENT

A minimum of 35 hours usually worked per week on current job.

HEALTH CONDITION

On the basis of respondents' assessment of whether their health or physical condition prevents them from working or limits the kind and/or amount of work they can do, they are classified into two groups: those whose health affects work and those with no health limitations affecting work.

HIGH JOB SATISFACTION

A binary variable indicating that the respondent reported that she liked her survey week job very much. [See ATTITUDE TOWARD JOB and JOB.]

HIGH SKILL

A binary variable representing codes 6-8 in the "Specific Vocational Preparation" index. [See OCCUPATION'S SKILL REQUIREMENT.]

HIGHEST YEAR OF SCHOOL COMPLETED

The highest year of "regular" school completed by the respondent--from 0 to 18--as of the survey week in 1967. "Regular" schools include graded public, private, and parochial elementary and secondary schools; colleges; universities; and professional schools.

HOURLY EARNINGS: See AVERAGE HOURLY EARNINGS

HOURS USUALLY WORK PER WEEK

The number of hours per week the respondent usually works in her survey week job. [See JOB.]

HUSBAND'S AGE

The actual age of the respondent's husband as of April 1, 1972, unless otherwise indicated.

HUSBAND'S ATTITUDE

A binary variable indicating that the respondent reported that her husband has a favorable attitude toward her working. See item 67 in the 1967 schedule and item 42d in the 1972 schedule.

HUSBAND'S EARNINGS, 1966

The actual dollar amount of income from wages, salary, commission, tips, and net self employment income received by the respondent's husband in calendar year 1966. Husbands reporting less than $1,000 in earnings for calendar year 1966 were excluded from the regression analysis.

HUSBAND'S EDUCATION, 1967

The highest year of "regular" school--from 0 to 18--completed by respondent's husband as of the survey week, 1967.

INCIDENCE OF TRAINING: See OCCUPATIONAL TRAINING

INFANT

A binary variable indicating that the respondent's youngest child living in the household was 0 to 2 years of age.

INTEREST IN WORKING

A binary variable indicating that a respondent who was out of the labor force at the 1971 survey date would take a job in her area of residence if offered to her. See item 30a in the 1967 schedule and item 30b in the 1972 schedule.

INTRA-FIRM TRANSFERS, 1968-1971

A binary variable indicating that the reason for the respondent's change in county or SMSA of residence between any two survey dates was related to the geographical transfer of the husband's job with his base year employer. See item 91b in the 1972 schedule.

INVOLUNTARY JOB CHANGE

A job separation initiated by the employer, as in a layoff, the ending of a temporary job, or a discharge. [See COMPARATIVE JOB STATUS.]

JOB

A continuous period of service with a given employer.

Current or Last Job

For respondents who were employed during the survey week, the job held during the survey week. For respondents who were either unemployed or not in the labor force during the survey week, the most recent job.

JOB ATTITUDE: See ATTITUDE TOWARD JOB

JOB SATISFACTION: See ATTITUDE TOWARD JOB

LABOR FORCE AND EMPLOYMENT STATUS

In the Labor Force

All respondents who were either employed or unemployed during the survey week:

Employed

All respondents who during the survey week were either (1) "at work"--those who did any work for pay or profit or worked without pay for 15 hours or more on a family farm or business; or (2) "with a job but not at work"--those who did not work and were not looking for work, but had a job or business from which they were temporarily absent because of vacation, illness, industrial dispute, bad weather, or because they were taking time off for various other reasons.

Unemployed

All respondents who did not work at all during the survey week and (1) either were looking or had looked for a job in the four-week period prior to the survey; (2) were waiting to be recalled to a job from which they had been laid off; or (3) were waiting to report to a new job within 30 days.

Out of Labor Force

All respondents who were neither employed nor unemployed during the survey week.

LABOR FORCE PARTICIPATION RATE

The proportion of the total civilian noninstitutional population or of a subgroup of that population classified as "in the labor force." [See LABOR FORCE AND EMPLOYMENT STATUS.]

LFPR: See LABOR FORCE PARTICIPATION RATE

LIKELIHOOD OF MIGRATION

A binary variable indicating that the respondent's place of residence (county or SMSA) on at least one post-1967 survey date was different from the place of residence as of the 1967 survey date.

LIKELIHOOD OF SEARCHING

A binary variable indicating that the respondent said in the 1971 survey that she would unconditionally look for work if provided with a free day care center or home. Refers only to respondents out of the labor force with at least one child under 18 years of age.

LOW SKILL

A binary variable representing codes 2-3 in the "Specific Vocational Preparation" index. [See OCCUPATION'S SKILL REQUIREMENT.]

MARITAL STATUS

Respondents were classified into the following categories: married, spouse present; married, spouse absent; divorced; separated; widowed; and never married. When the term "married" is used in this report, it refers only to the first of these categories.

MC

A binary variable indicating that a respondent [whose first (or only) marriage occurred after completion of formal schooling and whose first (or only) child was born (or acquired) after the year of her marriage] worked at least six months during one or more of the years between her marriage and the birth (acquisition) of her first child.

MEDIUM SKILL

A binary variable representing codes 4-5 in the "Specific Vocational Preparation" index. [See OCCUPATION'S SKILL REQUIREMENT.]

MIGRANT, 1967-1971: See MIGRATION DUMMY and MIGRANT STATUS

MIGRANT, 1969-1971

A binary variable indicating that the respondent's place of residence (county or SMSA) at the 1971 survey date was different from her place of residence at the 1969 survey date. [See MIGRANT STATUS.]

MIGRANT STATUS

A comparison of the respondent's place of residence at two different survey dates. Individuals who remain in the same SMSA or county are classified as "nonmigrants or stayers"; those who cross county or SMSA boundaries are classified as "migrants or movers." [See SMSA.]

MIGRATION DUMMY

A binary variable indicating that the respondent's county or SMSA in 1968, 1969, or 1971 was different from her county or SMSA as of the 1967 survey date. [See MIGRANT STATUS.]

MSP

A binary variable indicating that the respondent was married with her spouse present in the household. [See MARITAL STATUS.]

MULTIPLE MIGRANT

A binary variable indicating that the respondent had changed counties or SMSA's more than once between 1967 and 1971. [See MIGRANT STATUS.]

NMC

A binary variable indicating that a respondent [whose first (or only) marriage occurred after completion of formal schooling and whose first (or only) child was born (or acquired) after the year of her marriage] did not work at least six months during one or more of the years between her marriage and the birth (acquisition) of her first child.

NO CHILDREN AGED 6-18

A binary variable indicating that the respondent did not have a son or a daughter 6 to 18 years of age living in the household.

NONFAMILY CARE

A binary variable indicating that the respondent utilized one of the following modes of child care during the time she worked outside the home: a nonrelative in the child's home; in the home of a nonrelative; a nonrelative-relative combination; public or private day care center; any arrangement combined with a public or private day care center; enrollment in a school-sponsored pre-kindergarten or kindergarten program; or a school-sponsored program combined with any other mode of care. [See CHILD CARE.]

NONMARRIED

A binary variable indicating that the respondent was married, spouse absent; divorced; separated; widowed; or never married. [See MARITAL STATUS.]

NSM

A binary variable indicating that a respondent, who has ever been married, did not work at least six months during one or more years between completion of formal schooling and her first (or only) marriage.

NUMBER OF CHILDREN

The actual number of the respondent's sons and daughters under the age of 18 living in her household.

NUMBER OF DEPENDENTS

The number of persons who receive at least one-half of their support from the respondent (or her husband), including children, parents, and other relatives, whether or not they reside in the household.

NUMBER OF FAMILY MEMBERS

The actual number of individuals (including the respondent) living in the household who were related by blood or marriage to the respondent.

OCCUPATIONAL TRAINING

In the 1967 survey, respondents were asked about training or educational programs they had ever taken "aside from regular school." For each type (e.g., business college or technical school, company training school lasting two weeks or more, other formal vocational training, and general education) respondents were asked the kind and duration of the training and whether it was used on their current (or last) job. See items 79-81 in the 1967 schedule.

In subsequent surveys, respondents were asked whether they had taken any training courses or educational programs of any kind since the previous survey. If so, information was collected on kind, source, and duration of program and whether it was used on current job. See item 62 in the 1972 schedule.

OCCUPATION'S SEX LABEL

An occupation was categorized as typically male or typically female by comparing the percentage of the experienced civilian labor force as of the 1970 Census of Population which was female (38.1 percent) with the percentage of an occupation's incumbents who were female.

Any occupation in 1970 in which at least 43.1 percent (38.1 + 5 percent) of the incumbents were women is defined as a "typically female" occupation; any occupation in 1970 in which 33.1 percent (38.1 - 5 percent) or less of the incumbents were women is defined as a "typically male" occupation. Also see Chapter IV, Appendix A for a further discussion of this variable. [See FEMALE OCCUPATION.]

OCCUPATION'S SEX TYPE: See FEMALE OCCUPATION and OCCUPATION'S SEX LABEL

OCCUPATION'S SKILL REQUIREMENT

An index representing the varying amounts of time normally required for a person to become proficient in an occupation. The variable is based upon the index of "Specific Vocational Preparation" (SVP), which ranges from 1 to 9, found in the Supplement to the Dictionary of Occupational Titles (3rd edition), 1966.

OTHER

A binary variable indicating that a respondent, who has ever been married, was married either prior to or during the year in which she completed formal schooling.

OUT

A binary variable indicating that a respondent was out of the labor force in time t-1 and in time t. [See LABOR FORCE AND EMPLOYMENT STATUS.]

OUT OF LABOR FORCE: See LABOR FORCE AND EMPLOYMENT STATUS

PART TIME
A binary variable indicating that a respondent usually worked a maximum of 34 hours per week on her survey week job.

PER CAPITA FAMILY EARNINGS [EXCLUDING RESPONDENT'S EARNINGS]
Annual family earnings in actual dollar amounts excluding the respondent's wage and salary income divided by the number of dependents (inclusive of the respondent and husband). [See ANNUAL FAMILY EARNINGS and NUMBER OF DEPENDENTS.]

PERCEPTION OF PROGRESS
Responses to the 1972 question "All in all, so far as your work is concerned, would you say that you've progressed during the past five years, moved backward, or just about held your own?" See Item 53a.

POST-CHILD WORK EXPERIENCE
A variable indicating the proportion of years that a respondent has worked at least six months between the year of birth (acquisition) of her first (or only) child and 1967.

POST-MARRIAGE WORK EXPERIENCE
A variable indicating the proportion of years that a respondent has worked at least six months between her first (or only) marriage and 1967.

POST-SCHOOL WORK EXPERIENCE: See YEARS WORKED

PRESCHOOLER
A binary variable indicating that the respondent's youngest child living in the household was 3 to 5 years of age.

PRIVATE
A binary variable indicating that a respondent was working for a private employer as a wage and salary worker. [See CLASS OF WORKER.]

PROPENSITY TO CHANGE JOBS
This construct is measured by means of a hypothetical question asked of all employed respondents in 1972: "Suppose someone in this area offered you a job in the same line of work you are in now. How much would the new job have to pay for you to be willing to take it?" Each response has been expressed as a percentage of actual earnings in the current job, and the resulting figure is taken as a measure of the relative attachment of an individual to her current employer or, what amounts to the same thing, of her readiness to move, given the perception of a similar job offering higher pay. See item 37.

PSU (PRIMARY SAMPLING UNIT)

One of the 235 areas of the country from which the sample for this study was drawn; usually an SMSA (Standard Metropolitan Statistical Area) or a county.

RACE

"Blacks" refer to Negroes, "Whites" to Caucasians. Other racial groups are excluded from all analysis in this report.

REAL AVERAGE HOURLY EARNINGS

Average hourly earnings in survey week job expressed in May 1971 dollars using the Consumer Price Indices for the month of May of each survey year. [See AVERAGE HOURLY EARNINGS.]

REAL WAGE AND SALARY INCOME

Wage and salary earnings of the respondent in calendar years 1966, 1968, 1970, and 1971 expressed in 1971 dollars using the average of the twelve monthly Consumer Price Indices in each of these years. [see WAGE AND SALARY INCOME.]

RELATIVE EDUCATIONAL ATTAINMENT

This variable compares the respondent's educational attainment and the mean educational attainment of all respondents in the same 3-digit occupation code and race category. A negative difference indicates a below-average attainment by the respondent while a positive difference denotes an above-average attainment. [See YEARS OF SCHOOL COMPLETED.]

RELATIVE HOURLY EARNINGS

This variable compares the respondent's average hourly earnings and the mean average hourly earnings of all respondents in the same 3-digit occupation code and race category. A negative difference indicates below-average hourly earnings while a positive difference denotes above-average compensation. [See AVERAGE HOURLY EARNINGS.]

SEX LABEL: See FEMALE OCCUPATION and OCCUPATION'S SEX LABEL

SIZE

A variable indicating the size (in 1960) of the civilian labor force in the local area in which a respondent resided in 1972. Measured in thousands of persons.

SKILL: See OCCUPATION'S SKILL REQUIREMENT

SKILL REQUIREMENT: See OCCUPATION'S SKILL REQUIREMENT

SM

A binary variable indicating that a respondent who has been married worked at least six months during one or more years between completion of formal schooling and her first (or only) marriage.

SMSA

Standard Metropolitan Statistical Area.

SMSA CENTRAL CITY

A binary variable indicating that the respondent resided in the central or major city within a SMSA. [See SMSA.]

SMSA NONCENTRAL CITY

A binary variable indicating that the respondent resided in a SMSA but not in its central or major city. [See SMSA.]

SOUTH

A binary variable indicating the respondent resided in one of the following Census Divisions: South Atlantic, East South Central, or West South Central.

SPACING OF CHILDREN

The mean number of years between birth (acquisition) of the respondent's children. It is generally computed by dividing the total number of children of the respondent into the number of years that have elapsed between her (first) marriage and the birth of the youngest child currently living in her household. In the case of respondents with only one child it is the number of years between (first) marriage and the birth of this child.

STAYER

A binary variable indicating that a respondent was in the labor force both in time t-1 and time t. [See LABOR FORCE and EMPLOYMENT STATUS.]

SURVEY WEEK

The term "survey week" denotes the calendar week preceding the date of interview. In the conventional parlance of the Bureau of the Census, it means the "reference week."

TEENAGED CHILD

A binary variable indicating that the respondent had at least one son or daughter who was 14 to 17 years of age residing in her household.

TENURE

The number of years of service with the respondent's survey week employer.

TRAINING

A binary variable indicating that the respondent had participated in a training program aside from regular schooling prior to 1967 or between 1967 and 1972. [See OCCUPATIONAL TRAINING.]

TYPICALLY FEMALE

A binary variable indicating that in 1970 at least 43.1 percent of the incumbents of the occupation were female. [See FEMALE OCCUPATION and OCCUPATION'S SEX LABEL.]

TYPICALLY MALE

A binary variable indicating that in 1970 33.1 percent or fewer of the incumbents of the occupation were female. [See FEMALE OCCUPATION and OCCUPATION'S SEX LABEL.]

UNEMPLOYED: See LABOR FORCE AND EMPLOYMENT STATUS

UNEMPLOYMENT RATE

Rate of unemployment in the local area in which the respondent resides. The rate is based on the 12-month average for the specified year obtained from the CPS for that area.

VOLUNTARY JOB CHANGE (SEPARATION)

A binary variable indicating that the respondent had left her 1969 survey week employer for voluntary reasons during the period 1969 to 1971. [See COMPARATIVE JOB STATUS.]

WAGE AND SALARY INCOME

The wage and salary income received by the respondent in the calendar year preceding the survey week. It is measured in actual dollar amounts.

WAGE AND SALARY WORKER: See CLASS OF WORKER

WDS

A binary variable indicating that the respondent was widowed, divorced, or separated.

WEEKS EMPLOYED

The number of weeks in a 12-month period in which the respondent reported that she was employed.

WEEKS IN THE LABOR FORCE

The number of weeks in a 12-month period that the respondent reported that she either worked, looked for work, or was on layoff from a job. [See WEEKS EMPLOYED and WEEKS UNEMPLOYED.]

WEEKS UNEMPLOYED

The number of weeks in a 12-month period that the respondent reported she was not working but looking for work or on layoff from a job.

WEEKS WORKED

A variable indicating the number of weeks a respondent was employed between the 1968 and 1972 surveys.

WEST

A binary variable indicating that the respondent resided in either the Mountain Census Division or the Pacific Census Division.

WIFE'S EARNINGS, 1966

The actual dollar amount of income from wages, salary, commissions, and tips received by the respondent in calendar year 1966.

WIFE'S JOB TENURE, 1967

The actual number of years of service with the respondent's 1967 survey week employer.

WIFE'S TENURE SQUARED

The square of the actual number of years of service with the respondent's 1967 survey week employer.

WILLING TO USE CENTER CARE

A binary variable indicating that the respondent either expressed a preference for center care over her current child care arrangement or stated that she would be willing to leave her child(ren) in a day care center if one were available to her at a cost no greater than her current arrangement. [See DAY CARE CENTER and CHILD CARE.]

WORKED SOME SINCE 1969

A binary variable indicating that the respondent worked at least one week between the date of the 1969 interview (1968 interview date if not interviewed in 1969) and the date of the 1971 interview.

YEARS WORKED

In Chapter IV, a variable indicating the number of years a respondent worked at least six months between completion of formal schooling and 1967.

In Chapter V, a continuous variable summarizing the percent of years between completion of formal schooling and 1967 (or between 1967 and 1972) in which the respondent worked six months or more.

APPENDIX C

SAMPLING, INTERVIEWING AND ESTIMATING PROCEDURES

APPENDIX C

SAMPLING, INTERVIEWING AND ESTIMATING PROCEDURES

The Survey of Work Experience of Mature Women is one of four longitudinal surveys sponsored by the Employment and Training Administration of the U.S. Department of Labor. Taken together these surveys constitute the National Longitudinal Surveys. Each of the four NLS samples was designed by the United States Bureau of the Census to represent the civilian noninstitutional population of the United States at approximately the time of the initial survey. Because of attrition from the samples over the years of the surveys, they cannot be construed to be precisely representative of the civilian population in any year after the first.

The 1972 survey was the fourth personal interview conducted for the Survey of Work Experience of Mature Women.[1] The respondents were between the ages of 30 and 44 at the time of the first interview in 1967; thus, the age range in 1972 was 35 to 49.

Sample Design

The cohort is represented by a multi-stage probability sample located in 235 sample areas comprising 485 counties and independent cities representing every state and the District of Columbia. The 235 sample areas were selected by grouping all of the nation's counties and independent cities into about 1,900 primary sampling units (PSU's) and further forming 235 strata of one or more PSU's that are relatively homogeneous according to socioeconomic characteristics. Within each of the strata a single PSU was selected to represent the stratum. Within each PSU a probability sample of housing units was selected to represent the civilian noninstitutional population.

Since one of the survey requirements was to provide separate reliable statistics for blacks, households in predominantly black enumeration districts (ED's) were selected at a rate approximately three times that for households in predominantly white ED's. The sample was designed to provide approximately 5,000 respondents--about 1,500 blacks and 3,500 whites.

An initial sample of about 42,000 housing units was selected and a screening interview took place in March and April 1966. Of this number, about 7,500 units were found to be vacant, occupied by persons whose usual residence was elsewhere, changed from residential use, or demolished. On the other hand, about 900 additional units were found which had been created within existing living space or had been changed from what was previously nonresidential space. Thus, 35,360 housing units were available for interview, of which usable information was collected for 34,622 households, a completion rate of 98.0 percent.

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[1] Interviews were also conducted in 1969 and 1971. A brief mailed questionnaire was used in 1968.

Following the initial interview and screening operation, the sample was rescreened in the fall of 1966, immediately prior to the first survey of Work Experience of Males 14 to 24. For the rescreening operation, the sample was stratified by the presence or absence of a 14- to 24-year old male in the household. The rescreened sample was used to designate 5,392 women age 30 to 44 to be interviewed for the Survey of Work Experience. These were sampled differentially within four strata: whites in white ED's (i.e., ED's which contained predominantly white households), blacks in white ED's, whites in black ED's, and blacks in black ED's.

The Field Work

Over three hundred interviewers were assigned to each of the surveys. Since many of the procedures and the labor force concepts used in the NIS were similar to those employed in the Current Population Survey (CPS), the Census Bureau used only interviewers with CPS experience.

For the 1967 survey, a two-stage training program was used to provide specific instruction to the interviewers. First, two supervisors from each of the Bureau's 12 regional offices were trained in Washington; they in turn trained the interviewers and office clerks assigned to the survey in their regions. Each trainee was provided with a "verbatim" training guide prepared by the Bureau staff and reviewed by the Employment and Training Administration and the Center for Human Resource Research of The Ohio State University. The guide included not only lecture material, but a number of structured practice interviews to familiarize the interviewers with the questionnaire. For the 1972 survey, interviewing began on April 24 and continued until the end of June.

In addition to training, a field edit was instituted to insure adequate quality. In the 1967 survey, this consisted of a "full edit" of the first several schedules returned by each interviewer and a partial edit of the remaining questionnaires from each interviewer's assignment. The full edit consisted of reviewing the questionnaires from beginning to end, to determine if the entries were complete and consistent and whether the "skip" instructions were being followed. The interviewer was contacted by phone concerning minor problems and, depending on the nature of the problem, was either merely told of the error or asked to contact the respondent for additional information or for clarification. For more serious problems the interviewer was retrained either totally or in part, and the questionnaire was returned for completion.

If problems arose, the complete edit was continued until the supervisor was satisfied that the interviewer was doing a complete and consistent job. The partial edit simply checked to determine that the interviewer had not inadvertently skipped any part of the questionnaire which should have been filled. Any questionnaire which failed the partial edit was returned to the interviewer for completion. In the 1969, 1971, and 1972 surveys, a "full edit" was used on all the schedules.

Estimating Methods

The estimating procedure used in the NLS involved multi-stage ratio estimates.

Basic weight The first step was the assignment to each sample case of a basic weight consisting of the reciprocal of the final probability of selection. The probability reflects the differential sampling which was employed by color within each stratum.

Noninterview adjustment In the initial survey the weights for all those interviewed were adjusted to the extent needed to account for persons for whom no information was obtained because of absence, refusal, or unavailability for other reasons. This adjustment was made separately for each of 16 groupings: Census region of residence (Northeast, North Central, South, West) by residence (urban, rural), by color (white, black).

Ratio estimates The distribution of the population selected for the sample may differ somewhat, by chance, from that of the nation as a whole with respect to residence, age, color, and sex. Since these population characteristics are closely correlated with the principal measurements made from the sample, the measurements can be substantially improved when weighted appropriately to conform to the known distribution of these population characteristics. This was accomplished in the initial survey through two stages of ratio estimation.

The first stage of ratio estimation takes into account differences at the time of the 1960 Census between the distribution by color and residence of the population as estimated from the sample PSU's and that of the total population in each of the four major regions of the country. Using 1960 Census data, estimated population totals by color and residence for each region were computed by appropriately weighting the Census counts for PSU's in the sample. Ratios were then computed between these estimates (based on sample PSU's) and the actual population totals for the region as shown by the 1969 Census.

In the second stage, the sample proportions were adjusted to independent current estimates of the civilian noninstitutionalized population by age and color. These estimates were prepared by carrying forward the most recent Census data (1960) to take account of subsequent aging of the population, mortality, and migration between the United States and other countries. The adjustment was made by color within three age groupings.

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Weights for subsequent years As a result of the above steps, each sample person has a weight which remains unchanged throughout the life of the study. The universe of study was thus fixed at the time of interview for the first survey. Since no reweighting of the sample was made after subsequent surveys, the group of interviewed persons is an unbiased sample of the population group in existence at the time of the first survey only. The number of women with whom initial interviews were conducted was 5,083.

Coding and Editing

Most of the data on the interview schedules required no coding, since a majority of the answers were numerical entries or in the form of precoded categories. However, clerical coding was necessary for the occupational and industrial classification of the several jobs referred to in the interview. The Census Bureau's standard occupation and industry codes used for the CPS were employed for this purpose. Codes for other open-ended questions were assigned by the Census Bureau, in some cases on the basis of guidelines developed by the Center for Human Resource Research from tallies of subsamples of the returns.

The consistency edits for the interview schedules were completed on the computer by the Census Bureau. For the parts of the questionnaire which were similar to the CPS, a modified CPS edit was used. For all other sections, separate consistency checks were performed. None of the edits included an allocation routine which was dependent on averages or random information from outside sources, since such allocated data could not be expected to be consistent with data from previous or subsequent surveys. However, where the answer to a question was obvious from others in the questionnaire, the missing answer was entered on the tape. To take an example from the initial (1967) survey, if item 21a ("Is it necessary for you to make any regular arrangements for the care of your children while you are working?") was blank, but legitimate entries appeared in 21b and c ("What arrangements have you made?" and "What is the cost of these arrangements?") a "Yes" was inserted in 21a. In this case, only if 21a was marked "Yes," could 21b and c be filled; therefore, the assumption was made that either the key punch operator failed to punch the item or the interviewer failed to mark it.

APPENDIX D

INTERVIEW SCHEDULES

The interview schedules for the 1967 and 1972 surveys are displayed in the following pages. Data used in the volume that are based on the 1969 or 1971 surveys were derived from questions identical or analogous to those included in these schedules.

Budget Bureau No. 41-R2395; Approval Expires April 30, 1968

FORM LGT-301
(3-20-67)

U.S. DEPARTMENT OF COMMERCE
BUREAU OF THE CENSUS

NATIONAL LONGITUDINAL SURVEYS

SURVEY OF WORK EXPERIENCE OF WOMEN 30 – 44

1967

NOTICE – Your report to the Census Bureau is confidential by law (Title 13, U.S. Code). It may be seen only by sworn Census employees and may be used only for statistical purposes.

1. Control No.
2. Line number of respondent ____________
3. Name
4. Address ____________
5. Interviewed by | Code

RECORD OF CALLS

Date	Time	Comments
1.	a.m. p.m.	
2.	a.m. p.m.	
3.	a.m. p.m.	
4.	a.m. p.m.	

RECORD OF INTERVIEW

Interview time		Date completed	Comments
Began	Ended		
a.m. p.m.	a.m. p.m.		

NONINTERVIEW REASON

1 ☐ Temporarily absent

2 ☐ Unable to locate respondent – *Specify* ____________

3 ☐ Refused

4 ☐ Other – *Specify* ____________

TRANSCRIPTION FROM HOUSEHOLD RECORD CARD

Item 2 – Identification code ____________

Item 15 – Age ____________

Item 22 – Tenure
1 ☐ Owned or being bought
2 ☐ Rented
3 ☐ No cash rent

Item 13 – Marital status
1 ☐ Married spouse present
2 ☐ Married spouse absent
3 ☐ Widowed
4 ☐ Divorced
5 ☐ Separated
6 ☐ Never married

Item 16 – Race
1 ☐ White
2 ☐ Negro
3 ☐ Other

Items 23 – 25 – Land usage
1 ☐ A
2 ☐ B
3 ☐ C
4 ☐ D
5 ☐ E

IF RESPONDENT HAS MOVED, ENTER NEW ADDRESS

Number and street		City
County	State	ZIP code

USCOMM-DC

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I. CURRENT LABOR FORCE STATUS

1. What were you doing most of LAST WEEK –
{Working
{Keeping house
or something else

1 ☐ WK – Working – *SKIP to 2a*
2 ☐ J – With a job but not at work
3 ☐ LK – Looking for work
4 ☐ S – Going to school
5 ☐ KH – Keeping house
6 ☐ U – Unable to work – *SKIP to 5a*
7 ☐ OT – Other – *Specify*

____

2. Did you do any work at all LAST WEEK, not counting work around the house?

(Note: If farm or business operator in household, ask about unpaid work.)

1 ☐ Yes x ☐ No – *SKIP to 3*

2a. How many hours did you work LAST WEEK at all jobs? ________

2b. INTERVIEWER CHECK ITEM

1 ☐ 49 or more – *SKIP to 6*
2 ☐ 1 – 34 – *ASK 2c*
3 ☐ 35 – 48 – *ASK 2d*

2c. Do you USUALLY work 35 hours or more a week at this job?

1 ☐ Yes – What is the reason you worked less than 35 hours LAST WEEK?
2 ☐ No – What is the reason you USUALLY work less than 35 hours a week?

(Mark the appropriate reason)

01 ☐ Slack work
02 ☐ Material shortage
03 ☐ Plant or machine repair
04 ☐ New job started during week
05 ☐ Job terminated during week
06 ☐ Could find only part-time work
07 ☐ Holiday (legal or religious)
08 ☐ Labor dispute
09 ☐ Bad weather
10 ☐ Own illness
11 ☐ Illness of family member
12 ☐ On vacation
13 ☐ Too busy with housework
14 ☐ Too busy with school, personal business, etc.
15 ☐ Did not want full-time work
16 ☐ Full-time work week under 35 hours
17 ☐ Other reason – *Specify*

____

(If entry in 2c, SKIP to 6 and enter job worked at last week.)

2d. Did you lose any time or take any time off LAST WEEK for any reason such as illness, holiday, or slack work?

1 ☐ Yes – How many hours did you take off? ______

2 ☐ No

(Correct 2a if lost time not already deducted; if 2a reduced below 35, fill 2c, otherwise SKIP to 6.)

2e. Did you work any overtime or at more than one job LAST WEEK?

1 ☐ Yes – How many extra hours did you work? ________

2 ☐ No

(Correct 2a if extra hours not already included and SKIP to 6.)

(If "J" in 1, SKIP to 3a.)

3. Did you have a job (or business) from which you were temporarily absent or on layoff LAST WEEK?

1 ☐ Yes x ☐ No – *SKIP to 4*

3a. Why were you absent from work LAST WEEK?

1 ☐ Own illness
2 ☐ Illness of family member
3 ☐ On vacation
4 ☐ Too busy with housework, school, personal business
5 ☐ Bad weather
6 ☐ Labor dispute
7 ☐ New job to begin within 30 days – *ASK 4c2*
8 ☐ Temporary layoff (Under 30 days) } *ASK 4c3*
9 ☐ Indefinite layoff (30 days or more or no definite recall date) } *ASK 4c3*
0 ☐ Other – *Specify*

____

3b. Are you getting wages or salary for any of the time off LAST WEEK?

1 ☐ Yes
2 ☐ No
3 ☐ Self-employed

3c. Do you usually work 35 hours or more a week at this job?

1 ☐ Yes 2 ☐ No

(SKIP to 6 and enter job held last week.)

Notes

I. CURRENT LABOR FORCE STATUS – Continued

(If "LK" in 1, SKIP to 4a.)

4. Have you been looking for work during the past 4 weeks?

1 ☐ Yes   x ☐ No – *SKIP to 5a*

4a. What have you been doing in the last 4 weeks to find work?

(Mark all methods used; do not read list.)

Checked with –

1 ☐ State employment agency
2 ☐ Private employment agency
3 ☐ Employer directly
4 ☐ Friends or relatives
5 ☐ Placed or answered ads
6 ☐ Nothing – *SKIP to 5a*
7 ☐ Other – *Specify – e.g., MDTA, union or professional register, etc.*

____

4b. Why did you start looking for work? Was it because you lost or quit a job at that time or was there some other reason?

1 ☐ Lost job
2 ☐ Quit job
3 ☐ Wanted temporary work
4 ☐ Other – *Specify* ______________

4c. 1) How many weeks have you been looking for work?

2) How many weeks ago did you start looking for work?

3) How many weeks ago were you laid off?

Number of weeks __________

4d. Have you been looking for full-time or part-time work?

1 ☐ Full-time work   2 ☐ Part-time work

4e. Is there any reason why you could not take a job LAST WEEK?

1 ☐ Yes →
6 ☐ No

2 ☐ Already has a job
3 ☐ Temporary illness
4 ☐ Going to school
5 ☐ Other – *Specify*

____

4f. In what year did you last work at a regular full- or part-time job lasting two consecutive weeks or more? *Record year last job ended on Reference Information sheet (Labor Force Group B)*

1 ☐ January 1966 or later
2 ☐ 1962 – 65 – *Specify month and year*
Month __________ year ______
3 ☐ Before 1962 – Specify year ______
} *SKIP to 5b*

4 ☐ Never worked 2 weeks or more
5 ☐ Never worked at all
} *SKIP to Check Item C, Page 5*

5a. In what year did you last work at a regular full- or part-time job or business? *Record year last job ended on Reference Information Sheet (Labor Force Group C)*

1 ☐ January 1966 or later
2 ☐ 1962 – 65 – *Specify month and year*
Month __________ Year ______
3 ☐ Before 1962 – *Specify year* ______
} *ASK 5b*

4 ☐ Never worked – *SKIP to Check Item C, page 5*

5b. On that job did you usually work 35 hours or more a week?

1 ☐ 35 hours or more   2 ☐ Less than 35 hours

5c. Why did you leave your last job?

01 ☐ To get married
02 ☐ Husband wanted her to quit
03 ☐ Husband transferred, moved
04 ☐ Own health
05 ☐ Pregnancy
06 ☐ Health of family members
07 ☐ Devote more time to family
08 ☐ Seasonal job completed
09 ☐ Slack work or business conditions
10 ☐ Temporary nonseasonal work completed
11 ☐ Unsatisfactory work arrangements (hour, pay, etc.)
12 ☐ Other – *Specify* __________

GO to 6 and describe that job

6. DESCRIPTION OF JOB OR BUSINESS

6a. For whom did you work? *(Name of company, business, organization or other employer)*

____

6b. In what city and State is . . . located?

City ____________________
State ____________________

6c. What kind of business or industry is this? *(For example, TV and radio manufacturer, retail shoe store, restaurant, State Labor Department, farm)*

____

Census use only

6d. Were you –

1 ☐ P – An employee of PRIVATE company, business, or individual for wages, salary, or commission?
2 ☐ G – A GOVERNMENT employee (Federal, State, county, or local)?
3 ☐ O – Self-employed in OWN business, professional practice, or farm?

(If not a farm) – Is this business incorporated?

☐ Yes   ☐ No

4 ☐ WP – Working WITHOUT PAY in family business or farm?

6e. What kind of work were you doing? *(For example, typist, elementary teacher, waitress, stock clerk)*

____

Census use only

I. CURRENT LABOR FORCE STATUS – Continued

6f. When did you start working at this job or business? *If 1966 or later, enter both month and year.*	**6f.** Year ____ Month ____
7. How did you find out about that job? *If "Other," specify here* ____ ____	**7.** 1 ☐ State employment agency 2 ☐ Private employment agency 3 ☐ Checked directly with employer 4 ☐ Newspaper ads 5 ☐ Friends or relatives 6 ☐ Other
CHECK ITEM A	× ☐ Respondent has not worked since January 1966 – *SKIP to Check Item C, page 5* 1 ☐ All others – *ASK 8*
8a. How much time (does, did) it usually take you to get to work (one way)?	**8a.** ____
b. What means of transportation do you usually use to get to work? – *Check as many boxes as apply* *If "Other," specify here* ____ ____	**b.** 1 ☐ Own auto – *ASK 8c* 2 ☐ Ride with someone else – *ASK 8d* 3 ☐ Bus or streetcar – *ASK 8d* 4 ☐ Subway or elevated – *ASK 8d* 5 ☐ Railroad – *ASK 8d* 6 ☐ Taxicab – *ASK 8d* 7 ☐ Walked only – *SKIP to Check Item B* 8 ☐ Other – *SKIP to Check Item B*
c. 1. What is the total cost of any parking fees or tolls you have to pay (round trip)?	**c.** 1. 0 ☐ No cost or $ ____ per ____
2. How many miles do you go by car (round trip)?	2. Miles ____
☐ Only box 1 marked in 8b – *SKIP to Check Item B* ☐ Box 1 and any of boxes 2 – 6 marked in 8b – *ASK 8d*	
d. What is the total cost of the round trip by (means of transportation given in b)?	**d.** 0 ☐ No cost or $ ____ per ____
CHECK ITEM B	1 ☐ "P" or "G" in item 6d – *ASK 9* × ☐ "O" or "WP" in item 6d – *SKIP to Check Item C, page 5*
9a. How much do (did) you earn at (job listed in 6a)?	**9a.** $ ____ per ____
b. How many hours a week do (did) you usually work at this job?	**b.** Hours ____
c. Do (did) you receive extra pay when you work (worked) over a certain number of hours a week?	**c.** 1 ☐ Yes – *ASK 9d* 2 ☐ No – compensating time off only – *SKIP to Check Item C, page 5* 3 ☐ No – *SKIP to Check Item C, page 5* 4 ☐ Never work overtime – *SKIP to Check Item C, page 5*
d. After how many hours do (did) you receive extra pay?	**d.** 1 ☐ Hours ____ per day 2 ☐ Hours ____ per week
e. For all hours worked over (entry in 9d) are (were) you paid straight time, time and one-half, double time, or is there some other arrangement? *If "Other," specify here* ____ ____	**e.** 1 ☐ Straight time 2 ☐ Time and one-half 3 ☐ Double time 4 ☐ Compensating time off 5 ☐ Other

II. ATTITUDE TOWARD WORK

CHECK ITEM C

Respondent is in Labor Force Group
1 ☐ A ("WK" in I or "Yes" in 2 or 3) – *ASK 10*
2 ☐ B ("LK" in I or "Yes" in 4) – *SKIP to 22*
x ☐ C (All others) – *SKIP to 30*

Record Labor Force Group on Reference Information Sheet

LABOR FORCE GROUP A

10. How do you feel about the job you have now?

Respondent's comments ____________________

10. Do you
1 ☐ Like it very much?
2 ☐ Like it fairly well?
3 ☐ Dislike it somewhat?
4 ☐ Dislike it very much?

11. What are the things you like best about your job? – *After respondent gives an answer, ASK* "Anything else?"

1. ____________________
2. ____________________
3. ____________________

12. What are the things about your job that you don't like so well? –*After respondent gives an answer, ASK* "Anything else?"

1. ____________________
2. ____________________
3. ____________________

13. What would you say is the more important thing about any job – good wages or liking the kind of work you are doing?

13.
1 ☐ Good wages
2 ☐ Liking the work

Respondent's comments ____________________

14a. If, by some chance you (and your husband) were to get enough money to live comfortably without working, do you think that you would work anyway?

14a.
1 ☐ Yes – *ASK b*
2 ☐ No – *SKIP to c*
3 ☐ Undecided – *SKIP to d*

b. Why do you feel that you would work?

____

c. Why do you feel that you would not work?

____

d. On what would it depend?

____

15. Suppose someone IN THIS AREA offered you a job in the same line of work you're in now. How much would the new job have to pay for you to be willing to take it? – *If amount given per hour, record dollars and cents. Otherwise, round to the nearest dollar.*

Respondent's comments ____________________

15.

$ __________ per __________

1 ☐ I wouldn't take it at any conceivable pay
2 ☐ I would take a steady job at same or less pay

16. If for some reason you were permanently to lose your present job tomorrow, what would you do?

If "Other" specify here ____________________

16.
1 ☐ Take another job I know about – *ASK 17*
2 ☐ Look for work – *SKIP to* [illegible]
3 ☐ Stay at home – *SKIP to 19*
4 ☐ Other – *SKIP to 20*

II. ATTITUDE TOWARD WORK – Continued

17a. For whom would you work?

____

b. What kind of work do you think you would be doing?

____ – *SKIP to 20a*

18a. What kind of work would you look for?

____

b. Are there any particular employers to whom you would apply?	b. Number of employers listed ________ 0 ☐ Companies of a particular type } *SKIP to 20a* x ☐ None } *SKIP to 20a*

1. ____

2. ____

3. ____

c. Why do you mention these particular employers?

____ – *SKIP to 20a*

19. Is there any particular reason why you plan to stay at home?	19. 1 ☐ Yes – *Specify* ________ 2 ☐ No
20a. How long do you think you will continue to work at your present job?	20a. 1 ☐ Less than 1 year } *ASK 20b* 2 ☐ 1 – 4 years } *ASK 20b* 3 ☐ 5 years or longer } *SKIP to 21* 4 ☐ As long as I can } *SKIP to 21* 5 ☐ Don't know } *SKIP to 21*
b. What do you plan to do immediately after you stop working at your present job? *If "Other," specify here* ________	b. 1 ☐ Take another job I know about } *ASK 20 c – d* 2 ☐ Look for work } *ASK 20 c – d* 3 ☐ Stay home – *SKIP to 20e* 4 ☐ Go to school, get additional training } *SKIP to 21* 5 ☐ Other } *SKIP to 21*

c. What kind of work do you think you will (be doing) (look for)?

____

d. Do you think it will be part-time or full-time work?	d. 1 ☐ Part-time } *SKIP to 21* 2 ☐ Full-time } *SKIP to 21*
e. Is there any particular reason why you plan to stay at home?	e. 1 ☐ Yes – *Specify* ________ 2 ☐ No

x ☐ Respondent has no children under age 18 in the household – *SKIP to 34*

21a. Is it necessary for you to make any regular arrangements for the care of your children while you are working?	21a. 1 ☐ Yes – *ASK b and c* 2 ☐ No – *ASK d*
b. What arrangements have you made?	b. Child is cared for 1 ☐ In own home by relative 2 ☐ In own home by nonrelative 3 ☐ In relative's home 4 ☐ In nonrelative's home 5 ☐ At school or group care center (day care center, day nursery, nursery school, after-school center, settlement house, etc.)
c. What is the cost of these child care arrangements?	c. 0 ☐ No cost $ ______ per ________ *SKIP to 34*

d. Why is that? ________________________________ – *SKIP to 34*

II. ATTITUDE TOWARD WORK – Continued

LABOR FORCE GROUP B

22. What kind of work are you looking for?

____

23. How much would the job have to pay for you to be willing to take it?	23. $ __________ per __________
24. How many hours per week do you want to work?	24. Hours __________
25a. Are there any restrictions, such as hours or location of job that would be a factor in your taking a job?	25a. 1 ☐ Yes – *ASK b* 2 ☐ No – *SKIP to 26*

b. What are these restrictions?

____

____

0 ☐ Respondent has no children under age 18 in the household – *SKIP to 27*

26a. Will it be necessary for you to make any special arrangements for the care of your children, if you find a job?	26a. 1 ☐ Yes – *ASK b* 2 ☐ No – *ASK c*
b. What arrangements will you make?	b. Child will be cared for 1 ☐ In own home by relative 2 ☐ In own home by nonrelative 3 ☐ In relative's home 4 ☐ In nonrelative's home 5 ☐ At school or group care center (day care center, day nursery, nursery school, after-school center, Settlement house, etc.) 6 ☐ Don't know *SKIP to 27*

c. Why is that? ______________________________

27. What would you say is the more important thing about any job – good wages or liking the kind of work you are doing? Respondent's comments __________	27. 1 ☐ Good wages 2 ☐ Liking the work
28a. If, by some chance, you (and your husband) were to get enough money to live comfortably without working, do you think you would work anyway?	28a. 1 ☐ Yes – *ASK b* 2 ☐ No – *SKIP to c* 3 ☐ Undecided – *SKIP to d*

b. Why do you feel that you would work?

____

c. Why do you feel that you would not work?

____

d. On what would it depend?

____

Notes

II. ATTITUDE TOWARD WORK – Continued

29a. What do you expect to be doing five years from now – working, staying home, or something else? *If "Other," specify here* ________________	**29a.** 1 ☐ Working – *ASK 29b – c* 2 ☐ Staying home – *SKIP to 29d* 3 ☐ Go to school, get additional training 4 ☐ Other } *SKIP to 34*
b. What kind of work do you think you will be doing? ________________	
c. Do you think it will be part-time or full-time?	**c.** 1 ☐ Part-time 2 ☐ Full-time } *SKIP to 34*
d. Is there any particular reason why you plan to stay at home?	**d.** 1 ☐ Yes – *Specify* ________________ 2 ☐ No } *SKIP to 34*

LABOR FORCE GROUP C

30a. If you were offered a job by some employer IN THIS AREA, do you think you would take it?	**30a.** 1 ☐ Yes – *ASK 30 b – g* 2 ☐ It depends – *Specify "On what" and ask 30 b – g* ________________ x ☐ No – *SKIP to 32*
b. What kind of work would it have to be? ________________	
c. What would the wages or salary have to be? *If amount given per hour, record dollars and cents, otherwise, round to the nearest dollar.*	**c.** $ ____________ per ____________
d. Are there any restrictions, such as hours or location of job, that would be a factor in your taking a job?	**d.** 1 ☐ Yes – *ASK e* 2 ☐ No – *SKIP to f*
e. What are these restrictions? ________________ ________________	
f. Why would you say you are not looking for such a job now? ________________	
g. Do you expect to look for work within the next year?	**g.** 1 ☐ Yes 2 ☐ No

o ☐ Respondent has no children under age 18 in the household – *SKIP to 33*

31. Would it be necessary for you to make any special arrangements for the care of your children, if you were to take a job?	**31.** 1 ☐ Yes 2 ☐ No – Why not? ________________ 3 ☐ Don't know } *SKIP to 33*

Notes

II. ATTITUDE TOWARD WORK – Continued

32a. Are there any circumstances under which you think you would want to take a job? Respondent's comments ______	**32a.** 1 ☐ Yes – *ASK b – e* × ☐ No – *SKIP to 33*
b. What kind of work would it have to be?	
c. What would the wage or salary have to be? *If amount given per hour, record dollars and cents. Otherwise round to nearest dollar.*	**c.** $ ______ per ______
d. Are there any restrictions, such as hours or location of job, that would be a factor in your taking a job?	**d.** 1 ☐ Yes – *ASK 32e* 2 ☐ No – *SKIP to 33*
e. What are these restrictions?	
33a. What do you expect to be doing five years from now – working, staying home, or something else? *If "Other," specify here* ______	**33a.** 1 ☐ Working – *ASK 33 b – c* 2 ☐ Staying home – *SKIP to 33d* 3 ☐ Go to school, get additional training 4 ☐ Don't know 5 ☐ Other (3–5) *SKIP to 34*
b. What kind of work do you think you will be doing?	
c. Do you think it will be part-time or full-time work?	**c.** 1 ☐ Part-time 2 ☐ Full-time (1–2) *SKIP to 34*
d. Is there any particular reason why you plan to stay at home?	**d.** 1 ☐ Yes – *Specify* ______ 2 ☐ No

III. WORK EXPERIENCE IN 1966

34a. Now I have some questions on your work experience during 1966. In how many different weeks did you work either full or part time in 1966 (not counting work around the house)? (Include paid vacations and paid sick leave.)	**34a.** Number of weeks ______ × ☐ None – *SKIP to 36a*
b. During the weeks that you worked in 1966, how many hours per week did you usually work?	**b.** Hours ______
CHECK ITEM D	1 ☐ 52 weeks in 34a – *ASK 35a* 2 ☐ 1 – 51 weeks in 34a – *SKIP to 35b*
35a. Did you lose any full weeks of work in 1966 because you were on layoff from a job or lost a job?	**35a.** 1 ☐ Yes – How many weeks? ______ *Adjust item 34a and SKIP to 35c* × ☐ No – *SKIP to Check Item E, page 10*
b. You say you worked *(entry in 34a)* weeks in 1966. In any of the remaining *(52 weeks minus entry in 34a)* ______ weeks were you looking for work or on layoff from a job?	**b.** 1 ☐ Yes – How many weeks? ______ – *ASK 35c* × ☐ No – *SKIP to Check Item E, page 10*
c. Were all of these weeks in one stretch?	**c.** 1 ☐ Yes, 1 2 ☐ No, 2 3 ☐ No, 3 or more (1–3) *SKIP to Check Item E, page 10*

III. WORK EXPERIENCE IN 1966 – Continued

For those who did not work in 1966 **36a.** Even though you did not work in 1966, did you spend any time trying to find work or on layoff from a job?	**36a.** 1 ☐ Yes – *ASK b* 2 ☐ No – *SKIP to c and ask about 52 weeks*
b. How many different weeks were you looking for work or on layoff from a job?	**b.** Weeks ______
c. Now let me see. During 1966 there were about *(52 weeks minus entries in items 34a and 36b)* ______ weeks that you were not working or looking for work. What would you say was the main reason that you were not looking for work?	**c.** 1 ☐ Ill or disabled and unable to work 2 ☐ Birth of child 3 ☐ Other family responsibility 4 ☐ Couldn't find work 5 ☐ Vacation 6 ☐ Did not want to work 7 ☐ Other – *Specify* ______ *SKIP to Check Item G*
CHECK ITEM E	*Refer to items 34a and 35b* 1 ☐ All weeks accounted for – *SKIP to Check Item F* 2 ☐ Some weeks not accounted for – *ASK 37*
37. Now let me see. During 1966 there were about *(52 weeks minus entries in items 34a and 35b)* ______ weeks that you were not working or looking for work. What would you say was the main reason that you were not looking for work?	**37.** 1 ☐ Ill or disabled and unable to work 2 ☐ Birth of child 3 ☐ Other family responsibility 4 ☐ Couldn't find work 5 ☐ Vacation 6 ☐ Did not want to work 7 ☐ Other – *Specify* ______
CHECK ITEM F	1 ☐ "O" in 6d – *ASK 38a* 2 ☐ "P," "G" or "WP" in 6d – *SKIP to 38b*
38a. I see that you are self-employed. Did you work for anyone else for wages or salary in 1966?	**38a.** 1 ☐ Yes – *ASK b* 2 ☐ No – *SKIP to Check Item G*
b. In 1966, for how many employers did you work?	**b.** Number of employers ______

IV. MARITAL AND FAMILY HISTORY

CHECK ITEM G	*Refer to Household Record Card* 1 ☐ Respondent is "never married" and has children of her own in the household – *SKIP to 44* × ☐ Respondent is "never married" and has no children of her own in the household – *SKIP to Check Item H, page 12* 2 ☐ All others – *ASK 39* *Record on Reference Information Sheet*
39. Have you been married more than once?	**39.** 1 ☐ Once – *ASK 40* 2 ☐ More than once – *Specify number* ______ – *SKIP to 41*
40a. When were you married?	**40a.** Month ______ 19 ______
2 ☐ Respondent currently married – *SKIP to 42* 3 ☐ All others – *ASK 40 b*	*Record marital status and year of marriage on Reference Information Sheet*
b. When were you (widowed, divorced, separated)?	**b.** Month ______ 19 ______ – *SKIP to 42*

IV. MARITAL AND FAMILY HISTORY – Continued

41a. What was the date of your first marriage?	**41a.** Month ______________ 19 ________
b. How was it terminated?	**b.** 1 ☐ Widowed 2 ☐ Divorced
c. When was it terminated?	**c.** Month ______________ 19 ________

2 ☐ Respondent currently married – *ASK 41d*
3 ☐ All others – *SKIP to 41e*
Record marital status and year of respondent's first marriage on Reference Information Sheet

d. When were you married most recently?	**d.** Month ______________ 19 ________ *SKIP to 42*
e. What are the dates of your most recent marriage?	**e.** From: Month ______________ 19 ________ To: Month ______________ 19 ________
42a. Have you ever adopted any children or did your husband have children who came to live with you when you married him?	**42a.** 1 ☐ Yes – *ASK b* 2 ☐ No – *SKIP to 44*
b. How many children?	**b.** ________
43a. In what year did the first of these children come to live with you?	**43a.** 19 ________
b. How old was the child at that time?	**b.** ________
c. Of all these children, how many still live with you?	**c.** ________
44a. Have you ever given birth to any children who are not living with you now?	**44a.** 1 ☐ Yes – *ASK b* 2 ☐ No – *SKIP to 46*
b. How many children?	**b.** ________
45. In what month and year was the first child born?	**45.** Month ______________ 19 ________

0 ☐ Respondent has no children – *SKIP to Check Item H, page 12*

46. If I am correct, your first child was born (you first assumed responsibility for a child) in 19______. Is that right? *Enter earliest year of birth or "acquisition" of a child from Record Card and items 43 and 45. Record year of first child's birth on Reference Information Sheet.*	**46.** 1 ☐ Yes 2 ☐ No – *Find out correct year and adjust accordingly*

Was another person present while completing Section IV?
1 ☐ Yes 2 ☐ No – *Go to Check Item H, page 12*

Would you say this person influenced the respondent's answers?
1 ☐ Yes 2 ☐ No

Notes

V. WORK EXPERIENCE BEFORE 1966

CHECK ITEM H

Refer to Reference Information Sheet

1 ☐ Respondent has never worked – *SKIP to 66*

Respondent has worked and:

2 ☐ (Is, has been) married – *ASK 47*
3 ☐ Has never been married and has no children of her own in the household – *SKIP to 57*
4 ☐ Has never been married and has children of her own in the household – *SKIP to 60*

EVER MARRIED RESPONDENT

47a. I'd like to ask you about the longest job you had between the time you stopped going to school full time and your (first) marriage. For whom did you work?	**47a.** x ☐ Did not work in that period 0 ☐ Married while still in school } *SKIP to 48a and then Check Item I, page 13* 1 ☐ Same as current (last) job – *ASK b and SKIP to k* 2 ☐ Other – *ASK b – l*
b. What kind of work were you doing on that job? (longest assignment)	
c. What kind of business or industry was that?	
d. Were you – 1. An employee of PRIVATE company, business, or individual for wages, salary or commission? 2. A GOVERNMENT employee (Federal, state, county, or local)? 3. Self-employed in OWN business, professional practice, or farm? 4. Working WITHOUT PAY in family business or farm?	**d.** 1 ☐ P – Private 2 ☐ G – Government 3 ☐ O – Self-employed 4 ☐ WP – Without pay
e. Where was that job located?	**e.** City or county ____________ State ____________
f. Did you usually work 35 hours or more a week?	**f.** 1 ☐ 35 hours or more 2 ☐ Less than 35 hours
g. In what year did you START working at that job?	**g.** Year ________
h. In what year did you STOP working at that job?	**h.** Year ________
i. Then you worked there for *("h" minus "g")* ______ years, is that correct?	**i.** 1 ☐ Yes 2 ☐ No – *Correct dates in "g" and "h" as necessary*
j. How did you happen to leave that job?	
k. Was this the first regular full-time job you had after you stopped going to school full-time?	**k.** 1 ☐ Yes – *SKIP to 48* 2 ☐ No – *ASK l*
l. In what year did you take your first regular full-time job (exclude summer vacation jobs)?	**l.** Year ________
48a. In what year did you stop going to school full-time? 9 ☐ No years between school and marriage – *SKIP to Check Item I, page 13*	**48a.** Year ________
b. Of the ______ years between the time you left school and your (first) marriage in how many of these years would you say you worked at least six months?	**b.** Number ________

V. WORK EXPERIENCE BEFORE 1966 – Continued

CHECK ITEM I	*Refer to Reference Information Sheet* 1 ☐ Respondent now has or has had children – *GO to Check Item J* × ☐ Respondent has no children – *SKIP to 55*
CHECK ITEM J	*Refer to Reference Information Sheet* Respondent is in Labor Force Group B or C and the: 1 ☐ Year her last job ended was between the year of her (first) marriage and the year of her first child's birth (or the year she first assumed responsibility for a child) – *SKIP to 50* × ☐ Year her last job ended is before or is the same as the year of her (first) marriage – *SKIP to Check Item K, page 14* 2 ☐ All others – *ASK 49*

49. Between the time of your (first) marriage and the birth of your first child, (you first assumed responsibility for a child) did you ever have a job or business?	**49.** 1 ☐ Yes – *ASK 50* × ☐ No – *SKIP to Check Item K, page 14*
50a. I'd like to know about the longest job you held between the time of your (first) marriage and the birth of your first child (you first assumed responsibility for a child). For whom did you work?	**50a.** 1 ☐ Same as current (last) job – *ASK b and then SKIP to 51* 2 ☐ Same as job between school and marriage – *ASK b and then SKIP to 51* 3 ☐ Other – *ASK b – j*

b. What kind of work were you doing on that job? (longest assignment)

____

c. What kind of business or industry was that?

____

d. Were you – 1. An employee of PRIVATE company, business, or individual for wages, salary or commission? 2. A GOVERNMENT employee (Federal, State, county or local)? 3. Self-employed in OWN business, professional practice, or farm? 4. Working WITHOUT PAY in family business or farm?	**d.** 1 ☐ P – Private 2 ☐ G – Government 3 ☐ O – Self-employed 4 ☐ WP – Without pay
e. Where was that job located?	**e.** City or county ______________ State ______________
f. Did you usually work 35 hours or more a week?	**f.** 1 ☐ 35 hours or more 2 ☐ Less than 35 hours
g. In what year did you START working at that job?	**g.** Year ________
h. In what year did you STOP working at that job?	**h.** Year ________
i. Then you worked there for *("h" minus "g")* ______ years, is that correct?	**i.** 1 ☐ Yes 2 ☐ No – *Correct dates in "g" and "h" as necessary*

j. How did you happen to leave that job?

____

51. Of the ______ years between your (first) marriage and the birth of your first child (the time you assumed responsibility for a child), in how many of these years would you say you worked at least six months?	**51.** Number ________

V. WORK EXPERIENCE BEFORE 1966 – Continued

CHECK ITEM K	*Refer to Reference Information Sheet* Respondent is in Labor Force Group B or C and the: x ☐ Year her last job ended was before her first child was born (or she first assumed responsibility for a child) – *SKIP to 65* 1 ☐ Year her last job ended was after her first child was born (or she first assumed responsibility for a child) – *ASK 52* 2 ☐ Respondent is in Labor Force Group A – *ASK 52*
52. In what month and year did you first work after your first child was born (you first assumed responsibility for a child)?	**52.** Month __________ Year ______
53a. I would like to know about the longest job you have held since 19_____, the birth of your first child. For whom did you work?	**53a.** 1 ☐ Same as current (last job) 2 ☐ Same as job between school and marriage 3 ☐ Same as job between marriage and child (1–3: *ASK b, then SKIP to 54*) 4 ☐ Other – *ASK b – j*
b. What kind of work were you doing on that job? (longest assignment) ____________________	
c. What kind of business or industry was that? ____________________	
d. Were you – 1. An employee of PRIVATE company, business or individual for wages, salary or commission? 2. A GOVERNMENT employee (Federal, State, county, or local)? 3. Self-employed in OWN business, professional practice, or farm? 4. Working WITHOUT PAY in family business or farm?	**d.** 1 ☐ P – Private 2 ☐ G – Government 3 ☐ O – Self-employed 4 ☐ WP – Without pay
e. Where was that job located?	**e.** City or county __________ State __________
f. Did you usually work 35 hours or more a week?	**f.** 1 ☐ 35 hours or more 2 ☐ Less than 35 hours
g. In what year did you START working at that job?	**g.** Year ______
h. In what year did you STOP working at that job?	**h.** Year ______
i. Then you worked there for *("h" minus "g")* _____ years, is that correct?	**i.** 1 ☐ Yes 2 ☐ No – *Correct dates in "g" and "h" as necessary*
j. How did you happen to leave that job? ____________________	
54. Of the _____ years since your first child was born, in how many of these years would you say you worked at least six months?	**54.** Number ________ – *SKIP to 65*

Notes

V. WORK EXPERIENCE BEFORE 1966 – Continued

RESPONDENT HAS NO CHILDREN

55a. I'd like to know about the longest job you have held since your (first) marriage. For whom did you work?	**55a.** x ☐ Has not worked – *SKIP to 65* 1 ☐ Same as current (last) job } *ASK b and SKIP to 56* 2 ☐ Same as job between school and marriage } *ASK b and SKIP to 56* 3 ☐ Other – *ASK b – j*
b. What kind of work were you doing on that job? (longest assignment)	
c. What kind of business or industry was that?	
d. Were you – 1. An employee of PRIVATE company, business or individual for wages, salary or commission? 2. A GOVERNMENT employee (Federal, State, county, or local)? 3. Self-employed in OWN business, professional practice, or farm? 4. Working WITHOUT PAY in family business or farm?	**d.** 1 ☐ P – Private 2 ☐ G – Government 3 ☐ O – Self-employed 4 ☐ WP – Without pay
e. Where was that job located?	**e.** City or county ________ State ________
f. Did you usually work 35 hours or more a week?	**f.** 1 ☐ 35 hours or more 2 ☐ Less than 35 hours
g. In what year did you START working at that job?	**g.** Year ______
h. In what year did you STOP working at that job?	**h.** Year ______
i. Then you worked there for *("h" minus "g")* ____ years, is that correct?	**i.** 1 ☐ Yes 2 ☐ No – *Correct dates in "g" and "h" as necessary*
j. How did you happen to leave that job?	
56. Of the ____ years since your (first) marriage, in how many of these years would you say you worked at least six months?	**56.** Number ________ – *SKIP to 65*

Notes

V. WORK EXPERIENCE BEFORE 1966 – Continued

NEVER MARRIED, HAS NO CHILDREN

57a. I'd like to ask you about the first job at which you worked at least six months, after you stopped going to school full-time. For whom did you work?	**57a.** 1 ☐ Same as current (last) job – *ASK b and SKIP to k* 2 ☐ Other – *ASK b – l*
b. What kind of work were you doing on that job? (longest assignment)	
c. What kind of business or industry was that?	
d. Were you – 1. An employee of PRIVATE company, business, or individual for wages, salary or commission? 2. A GOVERNMENT employee (Federal, State, county, or local)? 3. Self-employed in OWN business, professional practice, or farm? 4. Working WITHOUT PAY in family business or farm?	**d.** 1 ☐ P – Private 2 ☐ G – Government 3 ☐ O – Self-employed 4 ☐ WP – Without pay
e. Where was that job located?	**e.** City or county ________ State ________
f. Did you usually work 35 hours or more a week?	**f.** 1 ☐ 35 hours or more 2 ☐ Less than 35 hours
g. In what year did you START working at that job?	**g.** Year ______
h. In what year did you STOP working at that job?	**h.** Year ______
i. Then you worked there for *("h" minus "g")* _____ years, is that correct?	**i.** 1 ☐ Yes 2 ☐ No – *Correct dates in "g" and "h" as necessary*
j. How did you happen to leave that job?	
k. Was this the first regular full-time job you had after you stopped going to school full-time?	**k.** 1 ☐ Yes – *SKIP to 58* 2 ☐ No – *ASK l*
l. In what year did you take your first regular full-time job (exclude summer vacation jobs)?	**l.** Year ______

Notes

V. WORK EXPERIENCE BEFORE 1966 – Continued

58a. Now, of all the jobs you have ever had, I'd like to know about the one at which you worked the longest. For whom did you work then?	**58a.** 1 ☐ Same as current (last) job 2 ☐ Same as first job } *ASK b and SKIP to 59* 3 ☐ Other – *ASK b – j*
b. What kind of work were you doing on that job? (longest assignment) ______________________	
c. What kind of business or industry was that? ______________________	
d. Were you – 1. An employee of PRIVATE company, business, or individual for wages, salary or commission? 2. A GOVERNMENT employee (Federal, State, county, or local)? 3. Self-employed in OWN business, professional practice, or farm? 4. Working WITHOUT PAY in family business or farm?	**d.** 1 ☐ P – Private 2 ☐ G – Government 3 ☐ O – Self-employed 4 ☐ WP – Without pay
e. Where was that job located?	**e.** City or county ______________________ State ______________________
f. Did you usually work 35 hours or more a week?	**f.** 1 ☐ 35 hours or more 2 ☐ Less than 35 hours
g. In what year did you START working at that job?	**g.** Year __________
h. In what year did you STOP working at that job?	**h.** Year __________
i. Then you worked there for *("h" minus "g")* ______ years, is that correct?	**i.** 1 ☐ Yes 2 ☐ No – *Correct dates in "g" and "h" as necessary*
j. How did you happen to leave that job? ______________________	
59a. In what year did you stop going to school full-time?	**59a.** Year __________
b. Of the ______ years since you left school, in how many of these years would you say you worked at least six months?	**b.** Number __________ – *SKIP to 65*

Notes

V. WORK EXPERIENCE BEFORE 1966 – Continued

NEVER MARRIED, HAS CHILDREN

60a. I'd like to ask you about the longest job you had between the time you stopped going to school full-time and the birth of your first child. For whom did you work?	**60a.** x ☐ Did not work in this period – *SKIP to 61a and then Check Item L, page 19* 1 ☐ Same as current (last) job – *ASK b and SKIP to k* 2 ☐ Other – *ASK b – l*
b. What kind of work were you doing on that job? (longest assignment)	
c. What kind of business or industry was that?	
d. Were you – 1. An employee of PRIVATE company, business, or individual for wages, salary or commission? 2. A GOVERNMENT employee (Federal, State, county, or local)? 3. Self-employed in OWN business professional practice, or farm? 4. Working WITHOUT PAY in family business or farm?	**d.** 1 ☐ P – Private 2 ☐ G – Government 3 ☐ O – Self-employed 4 ☐ WP – Without pay
e. Where was that job located?	**e.** City or county ________ State ________
f. Did you usually work 35 hours or more a week?	**f.** 1 ☐ 35 hours or more 2 ☐ Less than 35 hours
g. In what year did you START working at that job?	**g.** Year ________
h. In what year did you STOP working at that job?	**h.** Year ________
i. Then you worked there for *("h" minus "g")* _____ years, is that correct?	**i.** 1 ☐ Yes 2 ☐ No – *Correct dates in "g" and "h" as necessary*
j. How did you happen to leave that job?	
k. Was this the first regular full-time job you had after you stopped going to school full-time?	**k.** 1 ☐ Yes – *SKIP to 61* 2 ☐ No – *ASK l*
l. In what year did you take your first regular full-time job (exclude summer vacation jobs)?	**l.** Year ________
61a. In what year did you stop going to school full-time?	**61a.** Year ________
b. Of the _____ years between the time you left school and the birth of your first child, in how many of these years would you say you worked at least six months?	**b.** Number ________

V. WORK EXPERIENCE BEFORE 1966 – Continued

CHECK ITEM L	*Refer to Reference Information Sheet* Respondent is in Labor Force Group B or C and the x ☐ Year her last job ended was before her first child was born – *SKIP to 65* 1 ☐ Year her last job ended was after her first child was born – *ASK 62* 2 ☐ Respondent is in Labor Force Group A – *ASK 62*

62. In what month and year did you first work after your first child was born?	62. Month ________ year ________
63a. I'd like to know about the longest job you have held since 19______, the birth of your first child. For whom did you work?	63a. 1 ☐ Same as current (last) job 2 ☐ Same as job between school and child } *ASK b and SKIP to 64* 3 ☐ Other – *ASK b – j*

b. What kind of work were you doing on that job? (longest assignment)

____

c. What kind of business or industry was that?

____

d. Were you – 1. An employee of PRIVATE company, business, or individual for wages, salary or commission? 2. A GOVERNMENT employee (Federal, State, county or local)? 3. Self-employed in OWN business, professional practice, or farm? 4. Working WITHOUT PAY in family business or farm?	d. 1 ☐ P – Private 2 ☐ G – Government 3 ☐ O – Self-employed 4 ☐ WP – Without pay
e. Where was that job located?	e. City or county ________ State ________
f. Did you usually work 35 hours or more a week?	f. 1 ☐ 35 hours or more 2 ☐ Less than 35 hours
g. In what year did you START working at that job?	g. Year ________
h. In what year did you STOP working at that job?	h. Year ________
i. Then you worked there for *("h" minus "g")* ______ years, is that correct?	i. 1 ☐ Yes 2 ☐ No – *Correct dates in "g" and "h" as necessary*

j. How did you happen to leave that job?

____

64. Of the ______ years since you had your first child, in how many of these years would you say you worked at least six months?	64. Number ________

65. Aside from any work that you have actually done, what other kinds of work can you do? – *After the respondent gives an answer, ask* "Anything else?"

(1) ________________________________

(2) ________________________________

(3) ________________________________

VI. ATTITUDE TOWARD WOMEN'S ROLE

66. Now I'd like your opinion about women working. People have different ideas about whether married women should work. Here are three statements about a married woman with children between the ages of 6 and 12. *(HAND CARD TO RESPONDENT)* In each case, how do you feel about such a woman taking a full-time job outside the home: Is it definitely all right, probably all right, probably not all right, or definitely not all right?

Statements	Definitely all right	Probably all right	Probably not all right	Definitely not all right	No opinion, undecided
a. If it is absolutely necessary to make ends meet	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. If she wants to work and her husband agrees	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. If she wants to work, even if her husband does not particularly like the idea	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

CHECK ITEM M

Refer to Reference Information Sheet

× ☐ Respondent is not currently married – *SKIP to Check Item N, page 21*

Respondent is currently married and

1 ☐ Is in Labor Force Group A or B – *ASK 67*

2 ☐ Is in Labor Force Group C – *SKIP to 68*

67. How does your husband feel about your working – does he like it very much, like it somewhat, not care either way, dislike it somewhat or dislike it very much?	**67.** 1 ☐ Like it very much 2 ☐ Like it somewhat 3 ☐ Not care either way 4 ☐ Dislike it somewhat 5 ☐ Dislike it very much } *SKIP to 69*
68. How do you think your husband would feel about your working now – would he like it very much, like it somewhat, not care either way, dislike it somewhat or dislike it very much?	**68.** 1 ☐ Like it very much 2 ☐ Like it somewhat 3 ☐ Not care either way 4 ☐ Dislike it somewhat 5 ☐ Dislike it very much
69a. Now I'd like your opinion about some homemaking activities. How do you feel about keeping house in your own home? Respondent's comments ______________	**69a.** Do you – 1 ☐ Like it very much? 2 ☐ Like it somewhat? 3 ☐ Dislike it somewhat? 4 ☐ Dislike it very much? 5 ☐ Undecided
b. How do you feel about taking care of children?	**b.** Do you – 1 ☐ Like it very much? 2 ☐ Like it somewhat? 3 ☐ Dislike it somewhat? 4 ☐ Dislike it very much? 5 ☐ Undecided
70. How do you spend most of the time when you are not doing housework or working for pay? – *After the respondent gives an answer, ask* "Anything else?" (1) ______________ (2) ______________ (3) ______________	**70.** 1 ☐ Family or housekeeping related activities 2 ☐ Other activities at home 3 ☐ Entertainment, sports, social activities away from home 4 ☐ Clubs, education, church, etc.

Was another person present while completing Section VI?

1 ☐ Yes   2 ☐ No – *Go to Check Item N*

Would you say this person influenced the respondent's answers?

1 ☐ Yes   2 ☐ No

VII. HEALTH

CHECK ITEM N	1 ☐ Respondent is in Labor Force Group A or B – *SKIP to 71b* 2 ☐ Respondent is in Labor Force Group C – *ASK 71a*

71. Does your health or physical condition –	**71.**	
a. Keep you from working at a job for pay?	**a.** 1 ☐ Yes – *SKIP to 72*	2 ☐ No – *ASK b*
b. Limit the kind of work you can do?	**b.** 1 ☐ Yes – *SKIP to 72*	2 ☐ No – *ASK c*
c. Limit the amount of work you can do?	**c.** 1 ☐ Yes – *SKIP to 72*	2 ☐ No – *ASK d*
d. Limit the amount of housework you can do?	**d.** 1 ☐ Yes – *ASK 72*	2 ☐ No – *SKIP to 73*

72a. *If "Yes" in any of 71a – d* – What physical or health problems do you have?

____

b. In what way are your activities limited?

____

c. How long have you been limited in this way?	**c.** Months ________	Years ________
73. Would you rate your health, compared with other women of about your age, as excellent, good, fair, or poor?	**73.** 1 ☐ Excellent 2 ☐ Good	3 ☐ Fair 4 ☐ Poor

x ☐ Respondent not married – *SKIP to 76*

74. Does your husband's health or physical condition –	**74.**	
a. Keep him from working?	**a.** 1 ☐ Yes – *SKIP to 75*	2 ☐ No – *ASK b*
b. Limit the kind of work he can do?	**b.** 1 ☐ Yes – *SKIP to 75*	2 ☐ No – *ASK c*
c. Limit the amount of work he can do?	**c.** 1 ☐ Yes – *ASK 75*	2 ☐ No – *SKIP to 76*

75a. *If "Yes" in any of 74a – c* – What physical or health problems does he have?

____

b. In what way are his activities limited?

____

c. How long has he been limited this way?	**c.** Months ________	Years ________

x ☐ No other family members living here – *SKIP to 77*

76a. Does any other member of your family living here have a physical condition or health problem which limits his work or other activities in any way?	**76a.** 1 ☐ Yes – *ASK b – e* 2 ☐ No – *SKIP to 77*

b. Which family member is this? – *List line number as shown on Record Card.*

____

c. What physical or health problems does he have?

____

d. In what way are his activities limited?

____

____

e. Have his health problems influenced in any way, your decision to work or not work outside the home?	**e.** 1 ☐ Yes – In what way? ________________ ________________ 2 ☐ No – *Go to 77*

VIII. EDUCATION AND TRAINING

77a. Now, I'd like to ask some questions about your education and specialized training. What is the highest grade (or year) of regular school you have ever attended?	**77a.** 1 Elementary 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 2 High 1 ☐ 2 ☐ 3 ☐ 4 ☐ 3 College 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6+ ☐
b. Did you finish this grade (year)?	**b.** 1 ☐ Yes 2 ☐ No
☐ Three or more years of college – *ASK 77c* ☐ Less than three years of college – *SKIP to 78*	
c. What was your field of study in college?	**c.** ______________

x ☐ Never attended high school – *SKIP to 79*
1 ☐ Attended three or four years of high school – *ASK 78a*
2 ☐ All other – *SKIP to 78c*

78a. Did you take a vocational or commercial curriculum in high school?	**78a.** 1 ☐ Yes – *ASK b* 2 ☐ No – *SKIP to c*
b. What did you specialize in?	**b.** ______________
c. In high school, did you take any courses in typing or shorthand?	**c.** 1 ☐ Yes – *ASK d – e* 2 ☐ No – *SKIP to 79*
d. What courses did you take?	**d.** 1 ☐ Typing 3 ☐ Both 2 ☐ Shorthand
e. How many years did you take (typing, shorthand)?	**e.** Typing ________ Shorthand ________
79a. Aside from regular school, did you ever take a full-time program lasting two weeks or more at a company training school?	**79a.** 1 ☐ Yes – *ASK b* x ☐ No – *SKIP to 80*
b. What type of training did you take? ______________	
c. How long did this training last?	**c.** Months ________
d. How many hours per week did you spend on this program?	**d.** 1 ☐ 1 – 4 4 ☐ 15 – 19 2 ☐ 5 – 9 5 ☐ 20 or more 3 ☐ 10 – 14
e. Did you finish or complete this program?	**e.** 1 ☐ Yes – *SKIP to g* 2 ☐ No – *ASK f* 3 ☐ Still going on – *SKIP to 80*
f. Why didn't you finish or complete this program? ______________	
g. Do you use this training on your present (last) job?	**g.** 1 ☐ Yes – *SKIP to 80* 2 ☐ No – *ASK h*
h. Have you ever used this training on a job?	**h.** 1 ☐ Yes 2 ☐ No

VIII. EDUCATION AND TRAINING – Continued

80a. Aside from regular school, did you ever take any technical, commercial, vocational, or skill training (not counting on-the-job training given informally)?	**80a.** 1 ☐ Yes – *ASK b* x ☐ No – *SKIP to 81*
b. What type of training did you take?	
c. How long did this training last?	**c.** Months ________
d. How many hours per week did you spend on this training?	**d.** 1 ☐ 1 – 4 2 ☐ 5 – 9 3 ☐ 10 – 14 4 ☐ 15 – 19 5 ☐ 20 or more
e. Did you finish or complete this program?	**e.** 1 ☐ Yes – *SKIP to g* 2 ☐ No – *ASK f* 3 ☐ Still going on – *SKIP to 81*
f. Why didn't you complete this program?	
g. Do you use this training on your present (last) job?	**g.** 1 ☐ Yes – *SKIP to 81* 2 ☐ No – *ASK h* 3 ☐ Never worked – *SKIP to 81*
h. Have you ever used this training on a job?	**h.** 1 ☐ Yes 2 ☐ No
81a. Since you stopped going to school full time, have you taken any additional courses, such as English, math, science, or art?	**81a.** 1 ☐ Yes – *ASK b* x ☐ No – *SKIP to 82*
b. Did you take this course(s) in order to obtain a certificate, diploma or degree?	**b.** 1 ☐ Yes – *ASK c–d* 2 ☐ No – *ASK e–j*
c. What kind of certificate, diploma or degree is this?	
d. Did you finish or complete this course?	**d.** 1 ☐ Yes 2 ☐ No 3 ☐ Still going on } *SKIP to 82*
e. What kind of course(s) did you take? – *If more than one course, obtain information for most important course.*	
f. How long did this course last?	**f.** Months ________
g. How many hours per week did you spend on this course?	**g.** 1 ☐ 1 – 4 2 ☐ 5 – 9 3 ☐ 10 – 14 4 ☐ 15 – 19 5 ☐ 20 or more
h. Did you finish or complete this course?	**h.** 1 ☐ Yes – *SKIP to j* 2 ☐ No – *ASK i* 3 ☐ Still going on – *SKIP to 82*
i. Why didn't you complete this course?	
j. Do you use this education on your present (last) job?	**j.** 1 ☐ Yes 2 ☐ No 3 ☐ Never worked

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VIII. EDUCATION AND TRAINING – Continued

82a. Are you planning to enroll in any type of educational or training courses in the future?	**82a.** 1 ☐ Yes – *ASK b – c* x ☐ No – *SKIP to 83*
b. What kind of course(s) are you interested in? *Specify particular type of course below.*	**b.** 1 ☐ General high school courses 2 ☐ Business or commercial school courses 3 ☐ General college courses 4 ☐ Teacher certification program 5 ☐ Graduate education 6 ☐ Refresher or brush-up courses 7 ☐ Other
c. What is your major reason for wanting to take more courses?	
83a. Have you ever obtained a certificate required for practicing any profession or trade such as teacher, registered nurse, practical nurse, or beautician?	**83a.** 1 ☐ Yes – *ASK b* 2 ☐ No – *SKIP to 84*
b. What type of certificate was it?	
c. Is this certificate currently in effect?	**c.** 1 ☐ Yes 2 ☐ No

Notes

IX. ASSETS AND INCOME

84. Is this house (apartment) owned or being bought by you (or your husband) or is it rented? *If "Other," specify here* ____________	**84.** 1 ☐ Owned or being bought 2 ☐ Rented 3 ☐ No cash rent } *SKIP to 87* 4 ☐ Other
85. In what year did you (or your husband) buy this property?	**85.** Year ________
86a. About how much do you think this property would sell for on today's market?	**86a.** $ ________ 0 ☐ None
b. How much do you (or your husband) owe on this property for mortgages, back taxes, loans, etc.? (Mortgages include deeds of trust, land contracts for deed, etc.)	**b.** $ ________ 0 ☐ None
87a. Do you (or your husband) rent, own, or have an investment in a farm?	**87a.** 1 ☐ Yes – *ASK b* 2 ☐ No – *SKIP to 88*
b. What is the total market value of your farm operation? (Include value of land, building, house, if you own them, and the equipment, live stock, stored crops, and other assets. Do not include crops held under Commodity Credit Loans.)	**b.** $ ________
c. Does that include the value of this house?	**c.** 1 ☐ Yes 2 ☐ No
d. How much do you owe on mortgages or other debts in connection with the farm itself, the equipment, livestock, or anything else? (Do not count Commodity Credit Loans.)	**d.** $ ________ 0 ☐ None
88a. Do you (or your husband) own or have an investment in a business or professional practice?	**88a.** 1 ☐ Yes – *ASK b* 2 ☐ No – *SKIP to 89*
b. What is the total market value of all assets in the business, including tools and equipment? In other words, how much do you think this business would sell for on today's market? *(Obtain value of respondent's and husband's share only.)*	**b.** $ ________ 0 ☐ None
c. What is the total amount of debts or liabilities owed by the business? *(Include all liabilities as carried on the books. Respondent's and husband's share only.)*	**c.** $ ________ 0 ☐ None
89a. Do you (or your husband) own any other real estate – not counting the property on which you are living?	**89a.** 1 ☐ Yes – *ASK b* 2 ☐ No – *SKIP to 90*
b. About how much do you think this property would sell for on today's market?	**b.** $ ________ 0 ☐ None
c. How much is the unpaid amount of any mortgages on this property?	**c.** $ ________ 0 ☐ None
d. How much other debt do you have on this property, such as back taxes or assessments, unpaid amounts of home improvement loans, home repair bills, etc.?	**d.** $ ________ 0 ☐ None
90. Do you (or other members of your family living here) have any money in savings or checking accounts, savings and loan companies, or credit unions?	**90.** 1 ☐ Yes – How much? $ ________ 2 ☐ No

IX. ASSETS AND INCOME – Continued

91. Do you (or any other members of your family living here) have any of the following:	**91.**
a. U.S. Savings Bonds?	**a.** 1 ☐ Yes – What is their face value? $ ______ 2 ☐ No
b. Stocks, bonds, or shares in mutual funds?	**b.** 1 ☐ Yes – What is their market value? $ ______ 2 ☐ No
c. Does anyone owe you (or any other family member living here) any money?	**c.** 1 ☐ Yes – How much? $ ______ 2 ☐ No
92a. Do you (or your husband) own an automobile?	**92a.** 1 ☐ Yes – How many? ______ *ASK b – d* 2 ☐ No – *SKIP to 93*
b. What is the make and year? –*If more than one, ask about newest.*	**b.** Make ______ Year ______
c. When was it purchased?	**c.** Year ______
d. Do you (or your husband) owe any money on the automobile?	**d.** 1 ☐ Yes – How much? $ ______ 2 ☐ No
93. Aside from any debts you have already mentioned, do you (and your husband) now owe any money to stores, doctors, hospitals, banks, or anyone else, excluding 30-day charge accounts?	**93.** 1 ☐ Yes – How much? $ ______ 2 ☐ No
94. Now I'd like to ask a few questions on your income in 1966	**94.**
a. In 1966, how much did you receive from wages, salary, commissions, or tips from all jobs, before deductions for taxes or anything else? ☐ Respondent not married – *SKIP to 94c*	**a.** $ ______ 0 ☐ None
b. In 1966, how much did your husband receive from wages, salary, commissions, or tips from all jobs, before deductions for taxes or anything else? ☐ No other family members 14 years or older – *SKIP to 95a*	**b.** $ ______ 0 ☐ None
c. In 1966, how much did all other family members living here receive from wages, salary, commissions, or tips from all jobs, before deductions for taxes or anything else?	**c.** $ ______ 0 ☐ None
95a. In 1966, did you receive any income from working on your own or in your own business, professional practice, or partnership? Gross income ______ less expense ______ = Net ☐ No other family members 14 years or older – *SKIP to 96*	**95a.** 1 ☐ Yes – How much? $ ______ 2 ☐ No
b. In 1966, did any other family members living here receive any income from working on their own or in their own business, professional practice, or partnership? Gross income ______ less expense ______ = Net	**b.** 1 ☐ Yes – How much? $ ______ 2 ☐ No

IX. ASSETS AND INCOME – Continued

96. In 1966, did your family receive any income from operating a farm? Gross income ______ less expense ______ = Net	96. 1 ☐ Yes – How much? $______ 2 ☐ No
CHECK ITEM O	Make the following checks 1 ☐ Respondent worked in 1966 *(Number of weeks entered in 34a). An amount should be entered in 94a, 95a or 96.* 2 ☐ Respondent did not work in 1966 *("None" box marked in 34a). The "None" box should be marked in 94a and "No" marked in 95a and 96.* *If the questionnaire fails either of the above checks, review the matter with the respondent. If it still fails, explain the situation.*
97. In addition during 1966, did anyone in this family living here receive any rental income from roomers and boarders, an apartment in this house or another building, or other real estate? Gross income ______ less expense ______ = Net	97. 1 ☐ Yes – How much? $______ 2 ☐ No
98. In 1966, did anyone in this family living here receive interest or dividends, on savings, stocks, bonds, or income from estates or trusts?	98. 1 ☐ Yes – How much? $______ 2 ☐ No
99a. In 1966, did you receive any unemployment compensation?	99a. 1 ☐ Yes – How many weeks? ______ How much did you receive altogether? $______ 2 ☐ No
☐ Respondent not married – *SKIP to 99c*	
b. In 1966, did your husband receive any unemployment compensation?	b. 1 ☐ Yes – How many weeks? ______ How much did he receive altogether? $______ 2 ☐ No
☐ No other family members 14 years or older – *SKIP to 100*	
c. In 1966, did any other family members living here receive any unemployment compensation?	c. 1 ☐ Yes – How much? $______ 2 ☐ No

100. In 1966, did anyone in this family living here receive income as a result of disability or illness such as *(read list):* *If "Yes" to any items in list, enter amount, and indicate whether received by respondent or other family member.*			100. Amount	Mark one column for each amount entered	
	Yes	No		Respondent	Other family member
1. Veteran's compensation or pension?	1 ☐	2 ☐	$		
2. Workmen's compensation?	1 ☐	2 ☐	$		
3. Aid to the Permanently and Totally Disabled or Aid to the Blind?	1 ☐	2 ☐	$		
4. Social Security Disability Payments?	1 ☐	2 ☐	$		
5. Any other disability payment? – *Specify type*	1 ☐	2 ☐	$		
______			$		
______			$		
______			$		

IX. ASSETS AND INCOME – Continued

101. In 1966, did anyone in this family living here receive any other Social Security payments, such as old age or survivor's insurance?	**101.** 1☐ Yes – Who? 1☐ Respondent How much? $ ______ 2☐ Husband How much? $ ______ 3☐ Other How much? $ ______ 2☐ No
102. In 1966, did anyone in this family living here receive any Aid to Families with Dependent Children payments or other public assistance or welfare payments? *If "Yes"* – What type? ______ ______	**102.** 1☐ Yes → 1☐ AFDC How much? $ ______ 2☐ Other How much? $ ______ 2☐ No
103. In 1966, did anyone in this family living here receive any income from participating in a program under Title V – Work Experience or Training for Unemployed Parents?	**103.** 1☐ Yes – How much? $ ______ 2☐ No
104a. In 1966, did anyone in this family living here buy any food stamps under the Government's Food Stamp Plan?	**104a.** 1☐ Yes – *ASK b – c* 2☐ No – *SKIP to 105*
b. In how many months did you buy stamps?	**b.** Months ______
c. How much was your monthly bonus?	**c.** $ ______
105a. In 1966, did anyone in this family living here receive any pensions from local, State, or Federal Government? *If "Yes"* – What type? ______ ______	**105a.** 1☐ Yes – How much? $ ______ 2☐ No
b. In 1966, did anyone in this family living here receive any other retirement pensions, such as private employee or personal retirement benefits? *If "Yes"* – What type? ______ ______	**b.** 1☐ Yes – How much? $ ______ 2☐ No
106. In 1966, did anyone in this family living here receive any other type of income, such as alimony, child support, contributions from family members living elsewhere, annuities, or anything else? *If "Yes"* – What type? ______ ______	**106.** 1☐ Yes – How much? $ ______ 2☐ No

Notes

IX. ASSETS AND INCOME – Continued

107. In 1966, did you (or your husband) purchase any of the following items?	107. Purchased?		Was it new or used?	
	Yes	No	New	Used
1. Washing machine	1 ☐	2 ☐	1 ☐	2 ☐
2. Clothes dryer	1 ☐	2 ☐	1 ☐	2 ☐
3. Electric or gas stove	1 ☐	2 ☐	1 ☐	2 ☐
4. Refrigerator	1 ☐	2 ☐	1 ☐	2 ☐
5. Freezer	1 ☐	2 ☐	1 ☐	2 ☐
6. Room air conditioner	1 ☐	2 ☐	1 ☐	2 ☐
7. Television	1 ☐	2 ☐	1 ☐	2 ☐
8. Garbage disposal	1 ☐	2 ☐	1 ☐	2 ☐
9. Hi–fi or stereo	1 ☐	2 ☐	1 ☐	2 ☐
10. Dishwasher	1 ☐	2 ☐	1 ☐	2 ☐

108. In 1966, did you make any major expenditures on housing such as remodeling or redecorating, plumbing, electrical work, roofing, painting, or heating which cost more than $200?	108. 1 ☐ Yes 2 ☐ No
109. Aside from anything else you have mentioned, did you (or other members of your family) have any other major expenses in 1966 such as medical, dental, accident, travel, or education which cost more than $200?	109. 1 ☐ Yes 2 ☐ No

Notes

X FAMILY BACKGROUND

110. Now I have some questions on your family background. Where were you born?	**110.** City or town ______ State ______ County ______ OR ☐ Outside U.S. – *Specify country* ______
111. For how long have you been living in this area? *(SMSA or county of CURRENT residence)?*	**111.** 1 ☐ Less than 1 year 2 ☐ 1 year or more – *Specify* ______ 3 ☐ All my life – *SKIP to 113*
112. Where did you live before moving to . . . *(Name of SMSA or county of CURRENT residence)?*	**112.** City or town ______ State ______ County ______ OR ☐ Outside U.S. – *Specify country* ______
113a. Now I'd like to ask about your parents. Are your mother and father living?	**113a.** 1 ☐ BOTH parents alive 2 ☐ MOTHER alive, father dead 3 ☐ FATHER alive, mother dead 4 ☐ NEITHER parent alive
b. What about your husband's parents – are his mother and father living?	**b.** 1 ☐ Respondent not married 2 ☐ BOTH parents alive 3 ☐ MOTHER alive, father dead 4 ☐ FATHER alive, mother dead 5 ☐ NEITHER parent alive
114. Were your parents born in the U.S. or some other country?	**114.**
a. Father	**a.** 1 ☐ U.S. 2 ☐ Other – *Specify* ______
b. Mother	**b.** 1 ☐ U.S. 2 ☐ Other – *Specify* ______ *If either parent born outside U.S. – SKIP to 116*
115. In what country were your grandparents born?	**115.**
a. Father's mother	**a.** 1 ☐ U.S. 2 ☐ Other – *Specify* ______
b. Father's father	**b.** 1 ☐ U.S. 2 ☐ Other – *Specify* ______
c. Mother's mother	**c.** 1 ☐ U.S. 2 ☐ Other – *Specify* ______
d. Mother's father	**d.** 1 ☐ U.S. 2 ☐ Other – *Specify* ______
116. When you were 15 [illegible]rs old, were you living –	**116.** 1 ☐ On a farm or ranch? 2 ☐ In the country, not on a farm or ranch? 3 ☐ In a town or small city (under 25,000)? 4 ☐ In the suburb of a large city? 5 ☐ In a city of 25,000 – 100,000? 6 ☐ In a large city of more than 100,000?

X. FAMILY BACKGROUND – Continued

117. With whom were you living when you were 15 years old? *If 6 or 7 marked – Specify* ________________ ________________	117. 1 ☐ Father and mother 2 ☐ Father and step-mother 3 ☐ Mother and step-father 4 ☐ Father 5 ☐ Mother 6 ☐ Some other adult relative } *Specify* 7 ☐ Some other arrangement } 8 ☐ On my own – *SKIP to 120*
118a. What kind of work was your father doing when you were 15 years old? – *If respondent did not live with father at that age, ask about the work of the head of the household where she lived at age 15.* ________________	
b. What was the highest grade of school completed by your father (or the head of the household where you lived at age 15)?	b. 00 ☐ Never attended school 1 Elementary 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 2 High 1 ☐ 2 ☐ 3 ☐ 4 ☐ 3 College 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6+ ☐ 99 ☐ Don't know
119a. What kind of work was your mother doing when you were 15 years old? ________________	
b. What was the highest grade of school completed by your mother?	b. 00 ☐ Never attended school 1 Elementary 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 2 High 1 ☐ 2 ☐ 3 ☐ 4 ☐ 3 College 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6+ ☐ 99 ☐ Don't know
120a. How many persons, not counting yourself are dependent upon you (and your husband) for at least one-half of their support?	120a. Number ________ 0 ☐ None – *SKIP to 121*
b. Do any of these dependents live somewhere else other than here at home with you? *If "Yes"* – What is their relationship to you? ________________	b. 1 ☐ Yes – How many? ________ 2 ☐ No
121. What is your Social Security number?	121. ☐☐☐ ☐☐ ☐☐☐☐

Continue with questions on page 32

Notes

FORM LGT-301 (3-20-67)

Now I have a few questions about the education and work experience of the other family members living here.

				Persons 6 – 24 years old				Persons 25 years old and over		Persons 14 years old and over		
											If person worked at all in 1966	
Line number	**Name** *List below all persons living here who are related to respondent.* *Enter the line number from the Household Record Card in column 122*	**Relationship to respondent** *(Example: husband, son, daughter-in-law, brother, etc.)*	**Age** *(As of April 1, 1967)*	Is . . . attending or enrolled in school? *Circle Y – Yes N – No*	*If "Yes"* – what grade (year)? *If "No"* – What is the highest grade (year) . . . ever attended?	Did . . . finish this grade (year)?	How much school do you think . . . is going to get?	What is the highest grade (year) of regular school . . . has ever attended?	Did . . . finish this grade (year)?	In 1966, how many weeks did . . . work either full or part time (not counting work around the house)?	In the weeks that . . . worked, how many hours did . . . usually work per week?	What kind of work was . . . doing in 1966? *If more than one, record the longest*
122	123a	123b	124	125	126	127	128	129	130	131	132	133
		Respondent										
				Y N		Y N			Y N			
				Y N		Y N			Y N			
				Y N		Y N			Y N			
				Y N		Y N			Y N			
				Y N		Y N			Y N			
				Y N		Y N			Y N			
				Y N		Y N			Y N			
				Y N		Y N			Y N			
				Y N		Y N			Y N			

134. *ASK at the completion of the interview. If more than one respondent in the household, ask for each.*
We would like to contact you again next year at this time to bring this information up to date. Would you please give me the name, address, and telephone number of two relatives or friends who will always know where you can be reached even if you move away? – *Enter information below*

Name	Relationship to respondent	Address	Telephone number
1.			
2.			

Notes

GPO : 1967 O - 256-042

REFERENCE INFORMATION SHEET

A. Labor force status

☐ Group A

☐ Group B – Last job ended 19______

☐ Group C – Last job ended 19______

B. Marital status

☐ Never married, own children in household

☐ Never married, no children of own in household

☐ Is currently married

☐ Has been married, but not currently married

C. Year of respondent's (first) marriage: 19______

☐ Respondent has no children

D. Year first child born (first assumed responsibility for child): 19______

Notes

O.M.B. No. 41-R2546; Approval Expires December 31, 1973

NOTICE – Your report to the Census Bureau is confidential by law (Title 13, U.S. Code). It may be seen only by sworn Census employees and may be used only for statistical purposes.

FORM LGT-351
(12-30-71)

U.S. DEPARTMENT OF COMMERCE
BUREAU OF THE CENSUS

NATIONAL LONGITUDINAL SURVEYS
SURVEY OF WORK EXPERIENCE OF MATURE WOMEN

1972

(001) 1 ☐ Respondent a noninterview in 1971 – *Go to page 29*

METHODS OF LOCATING RESPONDENT WHO HAS MOVED

	Successful	Unsuccessful	
(002)	1 ☐	2 ☐	New occupants
(003)	1 ☐	2 ☐	Neighbors
(004)	1 ☐	2 ☐	Apartment house manager
(005)	1 ☐	2 ☐	Post office
(006)	1 ☐	2 ☐	School
(007)	1 ☐	2 ☐	Persons listed on information sheet
(008)	1 ☐	2 ☐	Other – Specify

RECORD OF CALLS

Date	Time	Comments
	a.m.	
	p.m.	
	a.m.	
	p.m.	
	a.m.	
	p.m.	
	a.m.	
	p.m.	

RECORD OF INTERVIEW

Date completed Month / Day / Year	Interview time Began	Interview time Ended	Interviewed by
(009)	a.m.	a.m.	
Length of interview (minutes) (010)	p.m.	p.m.	

NONINTERVIEW REASON

(011)
☐ Unable to contact respondent – *Specify*
6 ☐ Temporarily absent – *Give return date*
8 ☐ Institutionalized – *Specify type*
9 ☐ Refused
0 ☐ Deceased
A ☐ Other – *Specify*

TRANSCRIPTION FROM HOUSEHOLD RECORD CARD

Item 13 – Marital status of respondent

(012)
1 ☐ Married, spouse present
2 ☐ Married, spouse absent
3 ☐ Widowed
4 ☐ Divorced
5 ☐ Separated
6 ☐ Never married

If respondent has moved, enter new address

(013) 1. Number and street

(014)

(015) 2. City 3. County 4. State 5. ZIP code

1. CURRENT LABOR FORCE STATUS

1. **What were you doing most of LAST WEEK – working, keeping house, or something else?**

(016) 1 ☐ WK – Working – *Skip to 2b*
2 ☐ J – With a job but not at work
3 ☐ LK – Looking for work
4 ☐ S – Going to school
5 ☐ KH – Keeping house
6 ☐ U – Unable to work – *SKIP to 5*
7 ☐ OT – Other – *Specify* ↴

____

2c. **Do you USUALLY work 35 hours or more a week at this job?**

(017) 1 ☐ Yes – **What is the reason you worked less than 35 hours LAST WEEK?**
2 ☐ No – **What is the reason you USUALLY work less than 35 hours a week?**

(Mark the appropriate reason)

(018) 1 ☐ Slack work
2 ☐ Material shortage
3 ☐ Plant or machine repair
4 ☐ New job started during week
5 ☐ Job terminated during week
6 ☐ Could find only part-time work
7 ☐ Holiday (legal or religious)
8 ☐ Labor dispute
9 ☐ Bad weather
10 ☐ Own illness
11 ☐ Illness of family member
12 ☐ On vacation
13 ☐ Too busy with housework
14 ☐ Too busy with school, personal business, etc.
15 ☐ Did not want full-time work
16 ☐ Full-time work week under 35 hours
17 ☐ Other reason – *Specify* ↴

____

If entry in 2c, SKIP to 6a and enter job worked at last week.

2a. **Did you do any work at all LAST WEEK, not counting work around the house?**

NOTE: If farm or business operator in household, ask about unpaid work.

(019) 1 ☐ Yes 2 ☐ No – *SKIP to 3a*

2b. **How many hours did you work LAST WEEK at all jobs?**

(020) ______ Hours

CHECK ITEM A

Respondent worked –
☐ 49 or more – *SKIP to 6a*
☐ 1 – 34 – *ASK 2c*
☐ 35 – 48 – *ASK 2d*

2d. **Did you lose any time or take any time off LAST WEEK for any reason such as illness, holiday, or slack work?**

☐ Yes – **How many hours did you take off?**

(021) ______ Hours

0 ☐ No

NOTE: Correct 2b if lost time not already deducted; if 2b reduced below 35, fill 2c, otherwise SKIP to 6a.

2e. **Did you work any overtime or at more than one job LAST WEEK?**

☐ Yes – **How many extra hours did you work?**

(022) ______ Hours

0 ☐ No

NOTE: Correct 2b if extra hours not already included and SKIP to 6a

(If "J" in 1, SKIP to b)

3a. **Did you have a job (or business) from which you were temporarily absent or on layoff LAST WEEK?**

(023) 1 ☐ Yes 2 ☐ NO – *SKIP to 4a*

3b. **Why were you absent from work LAST WEEK?**

(024) 1 ☐ Own illness
2 ☐ Illness of family member
3 ☐ On vacation
4 ☐ Too busy with housework, school, personal business
5 ☐ Bad weather
6 ☐ Labor dispute
7 ☐ New job to begin within 30 days – } *ASK 4c and 4d(2)*
8 ☐ Temporary layoff (under 30 days) } *ASK 4d(3)*
9 ☐ Indefinite layoff (30 days or more or no definite recall date) } *ASK 4d(3)*
10 ☐ Other – *Specify* ↴

____

3c. **Are you getting wages or salary for any of the time off LAST WEEK?**

(025) 1 ☐ Yes
2 ☐ No
3 ☐ Self-employed

3d. **Do you usually work 35 hours or more a week at this job?**

(026) 1 ☐ Yes
2 ☐ No

SKIP to 6a and enter job held last week.

Notes

1. CURRENT LABOR FORCE STATUS – Continued

4a. *(If "LK" in I, SKIP to b)*

Have you been looking for work during the past 4 weeks?

(027) 1 ☐ Yes – *ASK 4b*

2 ☐ No – *SKIP to 5*

b. **What have you been doing in the last 4 weeks to find work?**

(Mark all methods used; do not read list)

(028) 0 ☐ Nothing – *SKIP to 5*

Checked with
- 1 ☐ State employment agency
- 2 ☐ Private employment agency
- 3 ☐ Employer directly
- 4 ☐ Friends or relatives

5 ☐ Placed or answered ads

6 ☐ Other – *Specify* – e.g., MDTA, union or professional register, etc.

____

c. **Why did you start looking for work? Was it because you lost or quit a job at that time** *(pause)* **or was there some other reason?**

(029) 1 ☐ Lost job

2 ☐ Quit job

3 ☐ Wanted temporary work

4 ☐ Children are older

5 ☐ Enjoy working

6 ☐ Help with family expenses

7 ☐ Other – *Specify*

____

d.(1) **How many weeks have you been looking for work?**

(2) **How many weeks ago did you start looking for work?**

(3) **How many weeks ago were you laid off?**

(030) ________Weeks

e. **Have you been looking for full-time or part-time work?**

(031) 1 ☐ Full-time

2 ☐ Part-time

f. **Is there any reason why you could not take a job LAST WEEK?**

(032) Yes →
- 1 ☐ Already has a job
- 2 ☐ Temporary illness
- 3 ☐ Going to school
- 4 ☐ Other – *Specify*

____

5 ☐ No

g. **When did you last work at a regular job or business lasting two consecutive weeks or more, either full-time or part-time?**

☐ Date of last interview or later (item 101R on Information Sheet) –

Specify

(033) Month | Day | Year – *SKIP to 14a on page 7*

3 ☐ All others – *SKIP to 15a on page 7*

5. **When did you last work at a regular job or business lasting two consecutive weeks or more, either full-time or part-time?**

☐ Date of last interview or later (item 101R on Information Sheet) – *Specify*

(034) Month | Day | Year – *SKIP to 14a on page 7*

2 ☐ "Unable" now and "Unable" in item 102R on the Information Sheet – *SKIP to 66a on page 24*

3 ☐ All others – *SKIP to 15a on page 7*

6a. (035) ☐ **DESCRIPTION OF JOB OR BUSINESS**

(1) **For whom did you work?** *(Name of company, business, organization or other employer)*

(2) **Is this the full and complete name of the company?**

☐ Yes

☐ No – **What is the full and complete name?**

(3) **Do you ever refer to the company by any other name?**

☐ Yes – **What is that name?**

____

☐ No

(4) **To the best of your knowledge, has the name of the company changed in the past five years?**

☐ Yes – **What was the name?**

____

☐ No

b. (036) ☐☐ **In what city and State is . . . located?**

________City ________State

c. (037) ☐☐☐ **What kind of business or industry is this?**

(For example: TV and radio manufacturer, retail shoe store, State Labor Department, farm)

d. **Were you –**

(038) 10 ☐ P – **An employee of a PRIVATE company, business, or individual for wages, salary, or commissions?**

20 ☐ G – **A GOVERNMENT employee (Federal, State, county, or local)**

30 ☐ O – **Self-employed in your OWN business, professional practice, or farm?**

(If not a farm)

Is this business incorporated?

31 ☐ Yes 32 ☐ No

40 ☐ WP – **Working WITHOUT PAY in family business or farm?**

e. (039) ☐☐☐ **What kind of work were you doing?** *(For example: registered nurse, high school English teacher, waitress)*

f. **What were your most important activities or duties?** *(For example: types, keeps account books, files, sells millinery, operates business machine, cleans buildings)*

g. **When did you start working for** *(entry in 6a)***?**

(040) Month | Day | Year

I. CURRENT LABOR FORCE STATUS – Continued

CHECK ITEM B	☐ "P" or "G" in item 6d – ASK 7a ☐ "O" or "WP" in item 6d – SKIP to 7m

7a. Altogether, how much do you usually earn at this job before deductions?	7a.	(042) $ ______ (Dollars) ______ (Cents) per → (043) 1 ☐ Hour OR (044) $ ______ . 00 per: → (Dollars only) (045) 2 ☐ Day 3 ☐ Week 4 ☐ Biweekly 5 ☐ Month 6 ☐ Year 7 ☐ Other – Specify ______
7b. How many hours per week do you usually work at this job?	b.	(046) ______ Hours
c. Do you receive extra pay when you work over a certain number of hours?	c.	(047) 1 ☐ Yes – ASK d 2 ☐ No 3 ☐ No, but received compensating time off 4 ☐ Never work overtime } SKIP to f
d. After how many hours do you receive extra pay?	d.	(048) ______ Hours per day (049) ______ Hours per week
e. For all hours worked over *(entry in d)* **are you paid straight time, time and one-half, double time or what?**	e.	(050) 1 ☐ Compensating time off 2 ☐ Straight time 3 ☐ Time and one-half 4 ☐ Double time 5 ☐ Other – Specify ______
f. Are your wages (salary) on this job set by a collective bargaining agreement between your employer and a union or employee association?	f.	(051) 1 ☐ Yes – ASK g 2 ☐ No – SKIP to i
g. What is the name of the union or employee association?	g.	(052) ☐ ______
h. Are you a member of that union or employee association?	h.	(053) 1 ☐ Yes 2 ☐ No
i. Do you generally work the same days each week and the same hours each day?	i.	(054) 1 ☐ Yes – ASK j 2 ☐ No – SKIP to k
j. What hours do you usually work?	j.	(055) 1 ☐ Regular day shift 2 ☐ Regular evening shift 3 ☐ Regular night shift 4 ☐ Split shift
k. Some people would like to work more hours a week if they could be paid for it. Others would prefer to work fewer hours a week even if they earned less. Would you prefer more hours and more pay, fewer hours and less pay, or about the same number of hours at the same pay?	k.	(056) 1 ☐ More hours and more pay 2 ☐ Fewer hours and less pay } ASK l 3 ☐ Same hours at the same pay – SKIP to 8a
l. About how many hours would you like to work?	l.	(057) ______ Hours – SKIP to 8a
m. How many hours per week do you usually work at this job?	m.	(058) ______ Hours per week

1. CURRENT LABOR FORCE STATUS – Continued

8a.	**How long does it usually take you to get to work?**	8a.	(059) ☐☐☐ _______ Hours _______ Minutes
b.	**What means of transportation do you usually use to get to work?** *(Mark as many boxes as apply)* *If "Other," specify here*	b.	(060) 1 ☐ Own auto – *ASK c(1)* 2 ☐ Ride with someone else 3 ☐ Bus or streetcar 4 ☐ Subway or elevated 5 ☐ Railroad 6 ☐ Taxicab *SKIP to c(2)* 7 ☐ Walk only 8 ☐ Other *SKIP to Check Item C*
c.(1)	**What is the total round trip cost of any parking fees or tolls you have to pay when you drive your own auto?**	c. (1)	(061) $_______ *(Dollars)* . _______ *(Cents)* per: (062) 0 ☐ No cost 1 ☐ Day 2 ☐ Week 3 ☐ Month
(2)	**How many miles do you go round trip?**	(2)	(063) _______ Miles
	☐ Only box 1 marked in b – *SKIP to Check Item C* ☐ Box 1 and any of boxes 2–6 marked in b – *ASK d*		
d.	**What is the total cost of the round trip by** *(means of transportation in b other than own auto)*?	d.	(064) $ _______ *(Dollars)* . _______ *(Cents)* per: (065) 0 ☐ No cost 1 ☐ Day 2 ☐ Week 3 ☐ Month
CHECK ITEM C	☐ Entry in 3b – *SKIP to 9d* Item 3b is blank, and – ☐ Entry in 6d is "P" or "G" – *ASK 9a* ☐ Entry in 6d is "O" or "WP" – *SKIP to 9c*		
9a.	**Did you work for more than one employer last week?**	9a.	(066) 1 ☐ Yes – *SKIP to 10a* 2 ☐ No – *ASK b*
b.	**In addition to working for wages and salary did you operate your own farm, business, or profession last week?**	b.	(067) 1 ☐ Yes – *SKIP to 10a* 2 ☐ No – *SKIP to d*
c.	**In addition to this work, did you do any work for wages or salary last week?**	c.	(068) 1 ☐ Yes – *SKIP to 10a* 2 ☐ No – *ASK d*
d.	**Did you have any other job at which you did not work at all last week?**	d.	(069) 1 ☐ Yes – *ASK 10a* 2 ☐ No – *SKIP to 11a*

Notes

1. CURRENT LABOR FORCE STATUS – Continued

10a. For whom did you work in addition to *(entry in 6a)***?** *(Name of company, business organization or other employer)*	10a.	(070) ☐ ____________
b. What kind of business or industry is this? *(For example TV and radio manufacturer, retail shoe store, State Labor Department, farm)*	b.	(071) ☐☐☐ ____________
c. Were you –	c.	(072) 1 ☐ P – **An employee of a PRIVATE company, business or individual for wages, salary, or commission?** 2 ☐ G – **A GOVERNMENT employee (Federal, State, county or local)?** 3 ☐ O – **Self-employed in your OWN business, professional practice or farm?** 4 ☐ WP – **Working WITHOUT PAY in family business or farm?**
d. What kind of work were you doing? *(For example registered nurse, high school English teacher, waitress)*	d.	(073) ☐☐☐ ____________
e. What were your most important activities or duties? *(For example typing, keeping account books, filing, selling millinery)*	e.	____________ ____________ ____________
CHECK ITEM D		☐ If "P" or "G" in item 10c – *ASK f* ☐ If "O" or "WP" in item 10c – *SKIP to g*
10f. Altogether how much do you usually earn at this job before deductions?	10f.	(074) $________ . ________ per *(Dollars)* *(Cents)* (075) 1 ☐ Hour OR (076) $________ . 00 per *(Dollars only)* (077) 2 ☐ Day 3 ☐ Week 4 ☐ Biweekly 5 ☐ Month 6 ☐ Year 7 ☐ Other – *Specify* ____________
g. How many hours per week do you usually work at this job?	g.	(078) ________Hours per week
h. When did you start working as a *(entry in 10d)* **for** *(entry in 10a)***?**	h.	(079) Month Day Year
11a. Before you began to work as a *(entry in 6e)* **for** *(entry in 6a(1))*, **did you do any other kind of work for** *(entry in 6a(1))***?**	11a.	(080) 1 ☐ Yes – *SKIP to 12a* 2 ☐ No
b. Excluding paid vacations and paid sick leave, during the time you have worked at this job, were there any full weeks in which you didn't work *(since date of last interview)***?**	b.	☐ Yes – **How many weeks?** (081) ________Weeks 0 ☐ No – *SKIP to Check Item E*
c. Why were you not working during these________weeks?	c.	(082) 1 ☐ Personal, family reasons 2 ☐ Own illness 3 ☐ Child care problems 4 ☐ Pregnancy 5 ☐ Layoff 6 ☐ Labor dispute 7 ☐ Did not want to work 8 ☐ Vacation 9 ☐ Other

1. CURRENT LABOR FORCE STATUS – Continued

CHECK ITEM E			*Refer to Item 6G and 101R.* ☐ Current job started date of last interview or later – *SKIP to 13* ☐ Current job started before date of last interview – *SKIP to Check Item L on page 10*
12a. When did you start working as a *(entry in 6e)* **for** *(entry in 6a)***?**	12a.	(083)	Month ¦ Day ¦ Year
b. Excluding paid vacations and paid sick leave, during the time you have worked as a *(entry in 6e)* **for** *(entry in 6a)* **were there any full weeks in which you didn't work** *(since date of last interview)***?**	b.	(084)	☐ Yes – **How many weeks?** _______ Weeks 0 ☐ No – *SKIP to Check Item F*
c. Why were you not working during these _______ weeks? *If "Other," specify here* ⌐ ____________________	c.	(085)	1 ☐ Personal, family reasons 2 ☐ Own illness 3 ☐ Child care problems 4 ☐ Pregnancy 5 ☐ Layoff 6 ☐ Labor dispute 7 ☐ Did not want to work 8 ☐ Vacation 9 ☐ Other
CHECK ITEM F			☐ Item 12a is earlier than date of last interview – *SKIP to Check Item L on page 10* ☐ Item 12a is date of last interview or later – *ASK 13*
13. Just before you started on this job, was there a period of a week or more in which you were not working?	13.	(086)	1 ☐ Yes – *SKIP to 26 on page 9* 2 ☐ No – *SKIP to 16*
14a. You said you last worked at a regular job on *(entry in 4g or 5).*	14a.		
(Interviewer: Use calendar to determine the number of weeks since respondent last worked).	(1)	(087)	_______ Weeks since last worked
That would be about _______ weeks since you last worked. In how many of these weeks were you looking for work or on layoff from a job?	(2)	(088)	_______ Weeks looking or on layoff
CHECK ITEM G			☐ 14a(1) is equal to 14a(2) – *SKIP to 16* ☐ 14a(1) is greater than 14a(2) – *ASK b*
14b. That leaves _______ weeks that you were not working or looking for work. What would you say was the main reason you were not looking for work during that period?	14b.	(089) (090)	_______ Weeks 1 ☐ Personal, family reasons 2 ☐ Own illness 3 ☐ Child care problems 4 ☐ Pregnancy 5 ☐ Layoff 6 ☐ Labor dispute 7 ☐ Did not want to work 8 ☐ Vacation } SKIP to 16 9 ☐ Other – *Specify* ____________________
15a. Since *(date of last interview)* **in how many different weeks did you do any work at all?**	15a.	(091)	_______ Weeks 0 ☐ None
b. Since *(date of last interview)* **have you spent any weeks looking for work or on layoff from a job?**	b.	(092)	☐ Yes – **How many weeks?** _______ Weeks 0 ☐ No
CHECK ITEM H — *Interviewer: Use calendar to determine the number of weeks since date of last interview.*	(1) (2)	(093) (094)	_______ Weeks *(since date of last interview)* _______ Weeks working, on layoff, or looking for work ☐ (1) is equal to (2) – *SKIP to Check Item L on page 10* ☐ (1) is greater than (2) – *ASK 15c*
15c. What would you say was the main reason you were not looking for work during (the rest of) that time? *(If "Other," specify here* ⌐ ____________________	15.	(095)	1 ☐ Personal, family reasons 2 ☐ Own illness 3 ☐ Child care problems 4 ☐ Pregnancy 5 ☐ Layoff 6 ☐ Labor dispute 7 ☐ Did not want to work 8 ☐ Vacation } SKIP to Check Item L on page 10 9 ☐ Other
Notes		(096) (097) (098)	

II. WORK EXPERIENCE AND ATTITUDES

16. Now let's talk about – { **The job you worked at before you started to work as a** *(ENTRY IN 6e OR 16e)* **for** *(ENTRY IN 6a OR 16a)*. **The last job you worked at; that is, the one which ended on** *(ENTRY IN 4g OR 5)*.	16.	(1)	(2)	(3)
a. For whom did you work? (Name of company, business, organization or other employer)	a.	(099) ☐ Same as 6a – *SKIP to 16e* ________	________ (122) ☐ Never worked before – *SKIP to Check Item L* ☐ Same as ____ – *SKIP to 16e*	________ (145) ☐ Never worked before – *SKIP to Check Item L* ☐ Same as ____ – *SKIP to 16e*
b. In what city and State is . . . located?	b.	(100) ☐☐ City, State	(123) ☐☐ City, State	(146) ☐☐ City, State
c. What kind of business or industry is this? *(E.g. – TV and radio manufacturer, retail shoe store, State Labor Department, farm)*	c.	(101) ☐☐☐	(124) ☐☐☐	(147) ☐☐☐
d. Class of worker	d.	(102) 1 ☐ P 2 ☐ G 3 ☐ O 4 ☐ WP	(125) 1 ☐ P 2 ☐ G 3 ☐ O 4 ☐ WP	(148) 1 ☐ P 2 ☐ G 3 ☐ O 4 ☐ WP
e. What kind of work were you doing? *(E.g. – registered nurse, high school English teacher, waitress)*	e.	(103) ☐☐☐	(126) ☐☐☐	(149) ☐☐☐
f. What were your most important activities or duties? *(E.g. – selling clothing, typing, keeping account books, filing)*	f.	________	________	________
17a. Altogether, how much did you usually earn at this job before all deductions?	17a.	(104) $ ______ (105) ☐ per ____	(127) $ ______ (128) ☐ per ____	(150) $ ______ (151) ☐ per ____
b. How many hours per week did you usually work at this job?	b.	(106) ______ Hours	(129) ______ Hours	(152) ______ Hours
18a. When did you start working as a *(ENTRY IN 16e)* **for** *(ENTRY IN 16a)*?	18a.	(107) Month Day Year	(130) Month Day Year	(153) Month Day Year
b. When did you stop working as a *(ENTRY IN 16e)* **for** *(ENTRY IN 16a)*?	b.	(108) Month Day Year x ☐ Still working there – *SKIP to 20*	(131) Month Day Year x ☐ Still working there – *SKIP to 20*	(154) Month Day Year x ☐ Still working there – *SKIP to 20*
19a. Why did you happen to leave this job (change the kind of work you were doing)?	19a.	(109) ☐☐	(132) ☐☐	(155) ☐☐
b. Did you have a new job lined up at the time you left this one?	b.	(110) 1 ☐ Yes 2 ☐ No	(133) 1 ☐ Yes 2 ☐ No	(156) 1 ☐ Yes 2 ☐ No
20. Excluding paid vacations and paid sick leave, during the time you worked at this job were there any full weeks in which you didn't work on this job *(since date of last interview)*?	20.	☐ Yes – **How many weeks?** (111) ____ Weeks – *ASK 21a* 0 ☐ No – *SKIP to 22*	☐ Yes – **How many weeks?** (134) ____ Weeks – *ASK 21a* 0 ☐ NO – *SKIP to 22*	☐ Yes – **How many weeks?** (157) ____ Weeks – *ASK 21a* 0 ☐ No – *SKIP to 22*

21a. Why were you not working during these . . . weeks at this job? 21a.	(112) 1 ☐ Personal family reasons 2 ☐ Own illness 3 ☐ Child care problems 4 ☐ Pregnancy 5 ☐ Layoff 6 ☐ Labor dispute 7 ☐ Did not want to work 8 ☐ Vacation 9 ☐ Other – *Specify* ______	(135) 1 ☐ Personal family reasons 2 ☐ Own illness 3 ☐ Child care problems 4 ☐ Pregnancy 5 ☐ Layoff 6 ☐ Labor dispute 7 ☐ Did not want to work 8 ☐ Vacation 9 ☐ Other – *Specify* ______	(158) 1 ☐ Personal family reasons 2 ☐ Own illness 3 ☐ Child care problems 4 ☐ Pregnancy 5 ☐ Layoff 6 ☐ Labor dispute 7 ☐ Did not want to work 8 ☐ Vacation 9 ☐ Other – *Specify* ______
b. Were you working for someone else during this period(s)? b.	(113) 1 ☐ Yes – *GO to next column, enter data about this job* 2 ☐ No	(136) 1 ☐ Yes – *GO to next column, enter data about this job* 2 ☐ No	(159) 1 ☐ Yes – *GO to next column, enter data about this job* 2 ☐ No
☐ Date in 18a is before date of last interview · *SKIP to Check Item I.* **22. Did you do any other kind of work for** *(ENTRY IN 16a)* **between** *(Date in 18a)* **and** *(Date of last interview)*? 22.	(114) 1 ☐ Yes – *GO to next column, enter data about this job* 2 ☐ No	(137) 1 ☐ Yes – *GO to next column, enter data about this job* 2 ☐ No	(160) 1 ☐ Yes – *GO to next column, enter data about this job* 2 ☐ No
CHECK ITEM I Item 18a is: 1. Date of last interview or later 1. 2. Before date of last interview 2.	☐ – *SKIP to 24* ☐ – *ASK 23*	☐ – *SKIP to 24* ☐ – *ASK 23*	☐ – *SKIP to 24* ☐ – *ASK 23*
23. Have you worked for anyone else *(since date of last interview)*? 23.	(115) 1 ☐ Yes – *GO to next column, enter information* 2 ☐ No – *SKIP to Check Item L*	(138) 1 ☐ Yes – *GO to next column, enter information* 2 ☐ No – *SKIP to Check Item L*	(161) 1 ☐ Yes – *GO to next column, enter information* 2 ☐ No – *SKIP to Check Item L*
24. While you were working for *(ENTRY IN 16a)* **were you also working for someone else?** 24.	(116) 1 ☐ Yes – *GO to next column, enter data about simultaneous job* 2 ☐ No – *ASK 25*	(139) 1 ☐ Yes – *GO to next column, enter data about simultaneous job* 2 ☐ No – *ASK 25*	(162) 1 ☐ Yes – *GO to next column, enter data about simultaneous job* 2 ☐ No – *ASK 25*
25. JUST before you started working as a *(ENTRY IN 16a)* **for** *(ENTRY IN 16a)* **was there a period of a week or more in which you were not working?** 25.	(117) 1 ☐ Yes – *ASK 26* 2 ☐ No – *GO to next column, enter data about previous job*	(140) 1 ☐ Yes – *ASK 26* 2 ☐ No – *GO to next column, enter data about previous job*	(163) 1 ☐ Yes – *ASK 26* 2 ☐ No – *GO to next column, enter data about previous job*
26. When did this period in which you were not working start? 26.	(118) Month | Day | Year x ☐ Never worked before	(141) Month | Day | Year x ☐ Never worked before	(164) Month | Day | Year x ☐ Never worked before
27a. Interviewer: Determine number of weeks not working. If item 26 is before date of last interview, count only weeks since that time. 27a.	(119) ______ Weeks not working	(142) ______ Weeks not working	(165) ______ Weeks not working
b. That would be about . . . weeks that you were not working. How many of these weeks were you looking for work or on layoff from a job? b.	(120) ______ Weeks looking or on layoff	(143) ______ Weeks looking or on layoff	(166) ______ Weeks looking or on layoff
CHECK ITEM J 1. 27a is equal to 27b 1. 2. 27a is greater than 27b 2.	☐ – *SKIP to Check Item K* ☐ – *ASK 28*	☐ – *SKIP to Check Item K* ☐ – *ASK 28*	☐ – *SKIP to Check Item K* ☐ – *ASK 28*
28. That leaves . . . weeks that you were not working or looking for work. What would you say was the main reason that you were not looking for work during that period? 28.	(121) 1 ☐ Personal family reasons 2 ☐ Own illness 3 ☐ Child care problems 4 ☐ Pregnancy 5 ☐ Layoff 6 ☐ Labor dispute 7 ☐ Did not want to work 8 ☐ Vacation 9 ☐ Other – *Specify* ______	(144) 1 ☐ Personal family reasons 2 ☐ Own illness 3 ☐ Child care problems 4 ☐ Pergnancy 5 ☐ Layoff 6 ☐ Labor dispute 7 ☐ Did not want to work 8 ☐ Vacation 9 ☐ Other – *Specify* ______	(167) 1 ☐ Personal family reasons 2 ☐ Own illness 3 ☐ Child care problems 4 ☐ Pregnancy 5 ☐ Layoff 6 ☐ Labor dispute 7 ☐ Did not want to work 8 ☐ Vacation 9 ☐ Other – *Specify* ______
CHECK ITEM K 1. Item 26 is date of last interview or later 1. 2. Item 26 is before date of last interview 2.	☐ – *GO to next column, enter data about previous job* ☐ – *SKIP to Check Item L*	☐ – *GO to next column, enter data about previous job* ☐ – *SKIP to Check Item L*	☐ – *GO to next column, enter data about previous job* ☐ – *SKIP to Check Item L*

II. WORK EXPERIENCE AND ATTITUDES – Continued

CHECK ITEM L

Respondent is in –
☐ Labor Force Group A ("WK" or "J" in 1 or "Yes" in 2a or 3a) – *SKIP to Check Item M on page 11*
☐ Labor Force Group B ("LK" in 1 or "Yes" in 4a) – *SKIP to 31a*
☐ Labor Force Group C (All others) – *ASK 29a*

29a. Do you intend to look for work of any kind in the next 12 months?

29a. ⑳⓪ (260)
1 ☐ Yes – definitely } *ASK b*
2 ☐ Yes – probably } *ASK b*
☐ Maybe – **What does it depend on?** ______________ } *SKIP to 30a*
____
3 ☐ No } *SKIP to 30a*
4 ☐ Don't know } *SKIP to 30a*

b. When do you intend to start looking for work?

b. (261) ______________ Month

c. What kind of work do you think you will look for?

c. (262) ☐☐☐

d. What will you do to find work? *(Mark as many as apply)*

d. (263) *
Check with
1 ☐ State employment agency (or counselor)
2 ☐ Private employment agency
3 ☐ Directly with employer
4 ☐ Friends or relatives
5 ☐ Place or answer newspaper ads
6 ☐ Other – *Specify* ______________

30a. Why would you say that you are not looking for work at this time?

30a. (264)
1 ☐ Health reasons
2 ☐ Husband would not agree
3 ☐ Believes no work available
4 ☐ Does not want to work
5 ☐ No adequate child care
6 ☐ Pregnancy
7 ☐ Personal, family reasons
8 ☐ Other – *Specify* ______________

b. If you were offered a job by some employer in THIS AREA, do you think you would take it?

b. (265)
1 ☐ Yes, definitely } *ASK c*
2 ☐ Yes, if it is something I can do } *ASK c*
3 ☐ Yes, if satisfactory wage } *ASK c*
4 ☐ Yes, if satisfactory location } *ASK c*
5 ☐ Yes, if child care available } *ASK c*
6 ☐ Yes, if husband agrees } *ASK c*
7 ☐ Yes, if other ______________ } *ASK c*
8 ☐ No, health won't permit } *SKIP to 41 on page 13*
9 ☐ No, don't want to work (no need to) } *SKIP to 41 on page 13*
10 ☐ No, husband doesn't want me to } *SKIP to 41 on page 13*
11 ☐ No, too busy with home and/or family } *SKIP to 41 on page 13*
12 ☐ No, other ______________ } *SKIP to 41 on page 13*

c. How many hours per week would you be willing to work?

c. (266)
1 ☐ 1–4
2 ☐ 5–14
3 ☐ 15–24
4 ☐ 25–34
5 ☐ 35–40
6 ☐ 41–48
7 ☐ 49 or more

d. What kind of work would it have to be?

d. (267) ☐☐☐

e. What would the wage or salary have to be?

e. (268) $ ______________ *(Dollars)* . ________ *(Cents)* per:
(269) 1 ☐ Hour
OR
(270) $ ______________ *(Dollars)* . 00 per:
(271) 2 ☐ Day
3 ☐ Week
4 ☐ Biweekly
5 ☐ Month
6 ☐ Year
7 ☐ Any pay
8 ☐ Other – *Specify* ______________
} *SKIP to 41 on page 13*

II. WORK EXPERIENCE AND ATTITUDES – Continued

31a. What type of work are you looking for?	31a.	(272) ☐☐☐
b. What would the wage or salary have to be for you to be willing to take it?	b.	(273) $______ . ______ per: ↴ (Dollars) (Cents) (274) 1 ☐ Hour OR (275) $______ . 00 per: ↴ (Dollars) (276) 2 ☐ Day 3 ☐ Week 4 ☐ Biweekly 5 ☐ Month 6 ☐ Year 7 ☐ Other – *Specify* ______ 8 ☐ Any pay
32a. Are there any restrictions, such as hours or location of job that would be a factor in your taking a job?	32a.	(277) 1 ☐ Yes – *ASK b* 2 ☐ No – *SKIP to 41 on page 13*
b. What are these restrictions?	b.	(278) ☐ ______ ______ *SKIP to 41 on page 13*
CHECK ITEM M		Respondent – ☐ Was in Labor Force Group C in 1971. *(Item 102R on Information Sheet) – ASK 33* ☐ All others – *SKIP to 34*
33. At this time in 1971, you were not looking for work. What made you decide to take a job?	33.	(279) 1 ☐ Recovered from illness (include pregnancy) 2 ☐ Wanted to work 3 ☐ Adequate child care available 4 ☐ Needed money 5 ☐ Children can care for themselves 6 ☐ Other – *Specify* ______
34. How do you feel about the job you have now? Do you like it very much, like it fairly well, dislike it somewhat, dislike it very much?	34.	(280) 1 ☐ Like it very much 2 ☐ Like it fairly well 3 ☐ Dislike it somewhat 4 ☐ Dislike it very much
35. What are the things you like best about your job?	35. (1)	(281) ☐☐ ______
	(2)	(282) ☐☐ ______
	(3)	(283) ☐☐ ______
36. What are the things about your job that you don't like?	36. (1)	(284) ☐☐ ______
	(2)	(285) ☐☐ ______
	(3)	(286) ☐☐ ______

Notes

II. WORK EXPERIENCE AND ATTITUDES – Continued

37. Suppose someone IN THIS AREA offered you a job in the same line of work you're in now. How much would the new job have to pay for you to be willing to take it?
(If amount given per hour, record dollars and cents. Otherwise, round to the nearest dollar.)

37.
(287) $ ________ (Dollars) . ______ (Cents) per:
(288) 1 ☐ Hour
OR
(289) $ ________ (Dollars only) . 00 per:
(290) 2 ☐ Day
3 ☐ Week
4 ☐ Biweekly
5 ☐ Month
6 ☐ Year
7 ☐ Other – *Specify* ________________

(291) 8 ☐ I wouldn't take it at any conceivable pay
9 ☐ I would take a steady job at same or less pay
10 ☐ Would accept job; don't know specific amount
11 ☐ Don't know
12 ☐ Other

CHECK ITEM N
☐ Respondent currently married – *SKIP to Check Item O*
☐ Respondent not married – *ASK 38*

38. What if this job were IN SOME OTHER PART OF THE COUNTRY – how much would it have to pay in order for you to be willing to take it?
(If amount given per hour, record dollars and cents. Otherwise, round to the nearest dollar.)

38.
(292) $ ________ (Dollars) . ______ (Cents) per:
(293) 1 ☐ Hour
OR
(294) $ ________ (Dollars only) . 00 per:
(295) 2 ☐ Day
3 ☐ Week
4 ☐ Biweekly
5 ☐ Month
6 ☐ Year
7 ☐ Other – *Specify* ________________

(296) 8 ☐ I wouldn't take it at any conceivable pay
9 ☐ I would take a steady job at same or less pay
10 ☐ Would accept job; don't know specific amount
11 ☐ Depends on location, cost of living
12 ☐ Don't know
13 ☐ Other

CHECK ITEM O
Refer to item 102R on the Information Sheet.
☐ Respondent in Labor Force Group A in 1971 – *ASK 39*
☐ All other – *SKIP to 41*

39. Would you say you like your present job more, less, or about the same as (the job you held) last year?

39.
(297) 1 ☐ More } ASK 40
2 ☐ Less } ASK 40
3 ☐ Same – *SKIP to 41*

40. What would you say is the main reason that you like your present job (more, less)?

40.
(298) ☐☐

Notes

(299)
(300)
(301)

II. WORK EXPERIENCE AND ATTITUDES – Continued

41. We are interested in your opinion about the employment of wives. *(HAND CARD Ⓐ TO RESPONDENT).* I will read you a series of statements and after each one I would like to know whether you: strongly agree, agree, disagree, or strongly disagree?

Statements		Strongly agree	Agree	Disagree	Strongly disagree	Undecided
a. Modern conveniences permit a wife to work without neglecting her family	(302)	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. A woman's place is in the home, not in the office or shop	(303)	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. A job provides a wife with interesting outside contacts	(304)	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
d. A wife who carries out her full family responsibilities doesn't have time for outside employment	(305)	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
e. A working wife feels more useful than one who doesn't hold a job	(306)	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
f. The employment of wives leads to more juvenile deliquency	(307)	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
g. Working wives help to raise the general standard of living	(308)	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
h. Working wives lose interest in their homes and families	(309)	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
i. Employment of both parents is necessary to keep up with the high cost of living	(310)	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

42. Now I'd like your opinion about women working. People have different ideas about whether married women should work. Here are three statements about a married woman with children between the ages of 6 and 12. *(HAND CARD Ⓑ TO RESPONDENT).* In each case, how do you feel about such a woman taking a full-time job outside the home: it is definitely all right, probably all right, probably not all right, or definitely not all right?

Statements		Definitely all right	Probably all right	Probably not all right	Definitely not all right	No opinion, undecided
a. If it is absolutely necessary to make ends meet	(311)	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. If she wants to work and her husband agrees	(312)	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. If she wants to work, even if her husband does not particularly like the idea	(313)	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

CHECK ITEM P

Respondent is married and –
- ☐ In Labor Force Group A or B – *ASK d*
- ☐ In Labor Force Group C – *SKIP to e*

☐ Respondent is not married – *SKIP to 43*

42d. How does your husband feel about your working – does he like it very much, like it somewhat, not care either way, dislike it somewhat, or dislike it very much?

d. (314)
- 1 ☐ Like it very much
- 2 ☐ Like it somewhat
- 3 ☐ Not care either way
- 4 ☐ Dislike it somewhat
- 5 ☐ Dislike it very much

SKIP to 43

e. How do you think your husband would feel about your working now – would he like it very much, like it somewhat, not care either way, dislike it somewhat, or dislike it very much?

e. (315)
- 1 ☐ Like it very much
- 2 ☐ Like it somewhat
- 3 ☐ Not care either way
- 4 ☐ Dislike it somewhat
- 5 ☐ Dislike it very much

Notes

II. WORK EXPERIENCE AND ATTITUDES – Continued

43. **We would like to find out whether people's outlook on life has any effect on the kind of jobs they have, the way they look for work, how much they work, and matters of that kind. On each of these cards is a pair of statements numbered 1 and 2. For each pair, please select the ONE statement which is closer to your opinion. In addition, tell us whether the statement you select is MUCH CLOSER to your opinion or SLIGHTLY CLOSER.**

In some cases you may find that you believe both statements, in other cases you may believe neither one. Even when you feel this way about a pair of statements, select the one statement which is more nearly true in your opinion.

Try to consider each pair of statements separately when making your choices; do not be influenced by your previous choices.

a. (316) *

1 ☐ Many of the unhappy things in people's lives are partly due to bad luck.

2 ☐ People's misfortunes result from the mistakes they make.

Is this statement much closer or slightly closer to your opinion?

8 ☐ Much 9 ☐ Slightly

b. (317) *

1 ☐ In the long run, people get the respect they deserve in this world.

2 ☐ Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries.

Is this statement much closer or slightly closer to your opinion?

8 ☐ Much 9 ☐ Slightly

c. (318) *

1 ☐ Without the right breaks, one cannot be an effective leader.

2 ☐ Capable people who fail to become leaders have not taken advantage of their opportunities.

Is this statement much closer or slightly closer to your opinion?

8 ☐ Much 9 ☐ Slightly

d. (319) *

1 ☐ Becoming a success is a matter of hard work; luck has little or nothing to do with it.

2 ☐ Getting a good job depends mainly on being in the right place at the right time.

Is this statement much closer or slightly closer to your opinion?

8 ☐ Much 9 ☐ Slightly

e. (320) *

1 ☐ What happens to me is my own doing.

2 ☐ Sometimes I feel that I don't have enough control over the direction my life is taking.

Is this statement much closer or slightly closer to your opinion?

8 ☐ Much 9 ☐ Slightly

f. (321) *

1 ☐ When I make plans, I am almost certain that I can make them work.

2 ☐ It is not always wise to plan too far ahead, because many things turn out to be a matter of good or bad fortune anyhow.

Is this statement much closer or slightly closer to your opinion?

8 ☐ Much 9 ☐ Slightly

g. (322) *

1 ☐ In my case, getting what I want has little or nothing to do with luck.

2 ☐ Many times we might just as well decide what to do by flipping a coin.

Is this statement much closer or slightly closer to your opinion?

8 ☐ Much 9 ☐ Slightly

II. WORK EXPERIENCE AND ATTITUDES – Continued

43h. (323) 1 ☐ Who gets to be boss often depends on who was lucky enough to be in the right place first.

2 ☐ Getting people to do the right thing depends upon ability; luck has little or nothing to do with it.

Is this statement much closer or slightly closer to your opinion?

8 ☐ Much 9 ☐ Slightly

i. (324) 1 ☐ Most people don't realize the extent to which their lives are controlled by accidental happenings.

2 ☐ There is really no such thing as "luck."

Is this statement much closer or slightly closer to your opinion?

8 ☐ Much 9 ☐ Slightly

j. (325) 1 ☐ In the long run, the bad things that happen to us are balanced by the good ones.

2 ☐ Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.

Is this statement much closer or slightly closer to your opinion?

8 ☐ Much 9 ☐ Slightly

k. (326) 1 ☐ Many times I feel that I have little influence over the things that happen to me.

2 ☐ It is impossible for me to believe that chance or luck plays an important role in my life.

Is this statement much closer or slightly closer to your opinion?

8 ☐ Much 9 ☐ Slightly

Notes

III. HEALTH

44a. Do you have any health problem or condition that limits in any way the amount or kind of work you can do?	44a.	(327) 1 ☐ Yes – *SKIP to Check Item Q* 2 ☐ No – *ASK b*
b. Do you have any health problem or condition that limits in any way the amount or kind of housework you can do?	b.	(328) 1 ☐ Yes – *SKIP to Check Item Q* 2 ☐ No – *ASK c*
c. Do you have any health problems that in any way limit your other activities?	c.	(329) 1 ☐ Yes 2 ☐ No
CHECK ITEM Q		☐ Respondent is currently in Labor Force Group A or B – *ASK 45a* ☐ Respondent is currently in Labor Force Group C – *SKIP to 45e*
45a. If, by some chance, you (and your husband) were to get enough money to live comfortably without working, do you think you would work anyway?	45a.	(330) 1 ☐ Yes – *ASK b* 2 ☐ No – *SKIP to c* 3 ☐ Undecided – *SKIP to d*
b. Why do you think you would work?	b.	(331) ☐ ____________________ *SKIP to e*
c. Why do you feel that you would not work?	c.	(332) ☐ ____________________ *SKIP to e*
d. On what would it depend?	d.	(333) ☐ ____________________
e. What would you say is the most important thing about any job – good wages or liking the kind of work you are doing?	e.	(334) 1 ☐ Good wages 2 ☐ Liking the work

Notes

IV. CHILD CARE

CHECK ITEM R

☐ Labor Force Group A or B with at least one child under 18 – ASK 46a
☐ Labor Force Group C with at least one child under 18 – SKIP to 47a
☐ All others – SKIP to Check Item T

46a. Who usually takes (will take) care of your child(ren) while you are working?

46a.	Youngest child in each column		
	0–2 years old	3–5 years old	6+ years old
1. In own home by relative			
a. Father	(335) * 1☐	(337) * 1☐	(339) * 1☐
b. Older brother or sister of child(ren)	2☐	2☐	2☐
c. Other relative	3☐	3☐	3☐
2. In own home by nonrelative	4☐	4☐	4☐
3. In relative's home	5☐	5☐	5☐
4. In nonrelative's home	6☐	6☐	6☐
5. Child care center (such as nursery school or settlement house) other than regular school or formal kindergarten			
a. Public (i.e., Government sponsored)	(336) * 7☐	(338) * 7☐	(340) * 7☐
b. Private	8☐	8☐	8☐
6. Child cares for self (without supervision)	9☐	9☐	9☐
7. Mother cares for child at work	10☐	10☐	10☐
8. In "regular" school or kindergarten while mother is working		11☐	11☐
9. Other	12☐	12☐	12☐
Specify →			

b(1). What is the total cost of having (all of) your child(ren) cared for while you are working?

b(1). (341) $ ______ per

(342) ☐ ______ *If hours – ASK 46b(2)*
All others, SKIP to Check Item S

0 ☐ No cost – *SKIP to Check Item T*

b(2). How many hours per week are these services required?

b(2). (343) ______ Hours

CHECK ITEM S

☐ Response to item 46b(1) in dollars per day – ASK 46c
☐ All others – *SKIP to Check Item T*

46c. How many days per week do you work?

46c. (344) ______ Days per week – *SKIP to Check Item T*

47a. In the past 12 months, have you been unable to look for work or take a job due to a lack of child care arrangements?

47a. (345) 1 ☐ Yes – ASK b
2 ☐ No – *SKIP to 48*

b. What kind of child care arrangements did you want so that you could work?

b. (346) ☐ ______

48. If a child care center or day care home were available for your child(ren) at no cost to you, do you think you might look for a job right now?

48. (347) 1 ☐ Yes
2 ☐ No
☐ Depends – *Specify* ______

Notes

(348) ______
(349) ______
(350) ______

V. RETROSPECTIVE WORK HISTORY

This is the fourth time over the past five years that we have talked to you about portions of your work experience. Now we'd like you to look back over the whole period and give some of your reactions to it.

CHECK ITEM T

☐ Respondents with same employer (or self-employed status) as in 1967 (Item 110R is same as 6a(1–4) or 6d) – ASK 49a
☐ All others – SKIP to 52 on page 20

49a. Since we first talked with you in June of 1967, have you ever looked for another job except during periods of layoff?	49a.	(351)	1 ☐ Yes – ASK b 2 ☐ No – SKIP to 50a
b. Would you say that you have looked for another job frequently, occasionally or just once?	b.	(352)	1 ☐ Frequently 2 ☐ Occasionally 3 ☐ Just once
c. In what year was that (*most recent if more than one*)?	c.	(353)	19____
d. Why did you decide to look for another job at that (this) time?	d.	(354) (355)	☐☐ ☐☐
e. How did you go about looking? (*Mark all methods used; do not read list*)	e.	(356)	Check with 1 ☐ State employment agency (or [illegible]nselor) Check with 2 ☐ Private employment agency Check with 3 ☐ Employer directly Check with 4 ☐ Friends or relatives 5 ☐ Placed or answered ads 6 ☐ Other – Specify ____
f. What kind of work were you looking for?	f.	(357)	☐☐☐
g. Were you looking for work in the same local area as you were living at that time?	g.	(358)	1 ☐ Yes 2 ☐ No
h. Did you find a job that you could have had?	h.	(359)	1 ☐ Yes – ASK i 2 ☐ No – SKIP to p
i. What kind of work was it?	i.	(360)	☐☐☐
j. What kind of business or industry was it?	j.	(361)	☐☐☐
k. Where was the job located?	k.	(362)	☐ ____ County ____ State
l. What would the job have paid?	l.	(363) (364) (365) (366)	$____ (Dollars) . ____ (Cents) per: 1 ☐ Hour OR $____ (Dollars only) . 00 per: 2 ☐ Day 3 ☐ Week 4 ☐ Biweekly 5 ☐ Month 6 ☐ Year 7 ☐ Other – Specify ____
m. How many hours per week would the job have involved?	m.	(367)	____ Hours per week
n. Did you accept this job?	n.	(368)	1 ☐ Yes – SKIP to 52 on page 20 2 ☐ No – ASK o
o. Why did you decide not to take it?	o.	(369) (370)	☐☐ ☐☐ SKIP to 52 on page 20
p. Why do you think you were unable to find anything?	p.	(371) (372)	☐☐ ☐☐

V. RETROSPECTIVE WORK HISTORY – Continued

50a. Since we first talked with you in June of 1967, has any other employer made you a definite offer of a full-time job that you did not accept?	50a. ☐ Yes – How many times? (373) ________ – *ASK b* 0 ☐ No – *SKIP to 51a*
b. In what year was that *(most recent if more than one)*?	b. (374) 19____
c. How did you happen to get the offer?	c. (375) 1 ☐ Job offered by a friend, relative 2 ☐ Job offered by a business acquaintance 3 ☐ Job offered by a former employer 4 ☐ Other – *Specify* ________
d. What kind of work was it?	d. (376) ☐☐☐
e. What kind of business or industry was it?	e. (377) ☐☐☐
f. Was this job located in the same local area as you were living at that time?	f. (378) 1 ☐ Yes 2 ☐ No
g. What would the job have paid?	g. (379) $________ . ______ per: *(Dollars)* *(Cents)* (380) 1 ☐ Hour OR (381) $________ . 00 per: *(Dollars only)* (382) 2 ☐ Day 3 ☐ Week 4 ☐ Biweekly 5 ☐ Month 6 ☐ Year 7 ☐ Other – *Specify* ________
h. How many hours per week would this job have involved?	h. (383) ______ Hours per week
i. Why did you decide not to take it?	i. (384) ☐☐ (385) ☐☐ SKIP to 52
51a. During this period have you ever seriously thought of looking for another job?	51a. (386) 1 ☐ Yes – *ASK b* 2 ☐ No – *ASK d*
b. Why would you say you've thought of looking?	b. (387) ☐☐ (388) ☐☐
c. Why didn't you actually look for a job?	c. (389) ☐☐ (390) ☐☐ SKIP to 52
d. Why not?	d. (391) ☐☐ (392) ☐☐

V. RETROSPECTIVE WORK HISTORY – Continued

52. In the past five years, since June 1967, for how many different employers have you worked.	52.	(393) ________ Employers – ASK 53a x ☐ Not worked since June 1967 – SKIP to 61
53a. All in all, so far as your work is concerned, would you say that you've progressed during the past five years, moved backward, or just about held your own?	53a.	(394) 1 ☐ Progressed – ASK b 2 ☐ Moved backward – SKIP to c 3 ☐ Held own } SKIP to 54a 4 ☐ Retired } SKIP to 54a
b. In what way(s) would you say you have progressed?	b.	(395) ☐☐ (396) ☐☐ (397) ☐☐ } SKIP to 54a
c. In what way(s) would you say you have moved backward?	c.	(398) ☐☐ (399) ☐☐ (400) ☐☐
54a. During the past five years, do you feel that so far as work is concerned, you have been in any way discriminated against because of your sex?	54a.	(401) 1 ☐ Yes – ASK *b and c* 2 ☐ No – SKIP to 55a
b. In what way(s)?	b.	(402) ☐☐ (403) ☐☐
c. Was this by an employer for whom you worked or an employer for whom you did not work?	c.	(404) 1 ☐ Employer for whom respondent worked 2 ☐ Employer for whom respondent did not work 3 ☐ Both 4 ☐ Other
55a. During the past five years, do you feel that so far as work is concerned, you have been in any way discriminated against because of your age?	55a.	(405) 1 ☐ Yes – ASK *b and c* 2 ☐ No – SKIP to 56a
b. In what way(s)?	b.	(406) ☐☐ (407) ☐☐ (408) ☐☐
c. Was this by an employer for whom you worked or an employer for whom you did not work?	c.	(409) 1 ☐ Employer for whom respondent worked 2 ☐ Employer for whom respondent did not work 3 ☐ Both 4 ☐ Other

V. RETROSPECTIVE WORK HISTORY – Continued

56a. During that period, do you feel that so far as work is concerned, you have been in any way discriminated against because of race, religion, nationality, or for any other reason?	56a.	⑽ 410	1 ☐ Yes – *ASK b, c, and d* 2 ☐ No { *If Negro, SKIP to 57a* *All others, SKIP to 58*
b. For what reason(s)? *(Mark as many as apply)*	b.	411	1 ☐ Race 2 ☐ Religion 3 ☐ Nationality 4 ☐ Other – *Specify* ______
c. In what ways have you been discriminated against?	c.	412 413 414	☐☐ ______ ☐☐ ______ ☐☐ ______
d. Was this by an employer for whom you worked or an employer for whom you did not work?	d.	415	1 ☐ Employer for whom respondent worked 2 ☐ Employer for whom respondent did not work 3 ☐ Both 4 ☐ Other } *If Negro, ASK 57a. All others, SKIP to 58*
57a. So far as you know, are there (other) employers in this area who discriminate against Negroes, such as by refusing to hire or promote them?	57a.	416	1 ☐ Yes – *ASK b* 2 ☐ No 3 ☐ Don't know } *SKIP to 58*
b. Would you say most employers, many employers, some employers, or few employers in this area discriminate against Negroes?	b.	417	1 ☐ Most employers 2 ☐ Many employers 3 ☐ Some employers 4 ☐ Few employers
58. Excluding paid vacations and paid sick leave, since June 1967 – in about how many different weeks were you NOT working?	58.	418	______ Weeks – *ASK 59* 0 ☐ None – *SKIP to Check Item U*
59. How many of these *(entry in 58)* **weeks were you looking for work or on layoff from a job?**	59.	419	______ Weeks 0 ☐ None
60. That means there were about *(entry in 58 less entry in 59)* **weeks since June 1967 that you were not working, or looking for work. Is that correct?**	60.	420	______ Weeks ☐ Yes – *GO to Check Item U* ☐ No – *Determine whether 58 or 59 is incorrect and make necessary correction.*
[illegible]			☐ In Labor Force Group A ("WK" or "J" in 1 or "Yes" in 2a or 3a) – *ASK 61* ☐ All others – *SKIP to 62*
61. As you look back over the past five years, would you say that – **a. The pressures you feel in your job have increased, decreased, or remained about the same?**	61. a.	421	1 ☐ Increased 2 ☐ Decreased 3 ☐ Remained about the same
b. There has been any change in your ability to keep up with the pace of your job?	b.	422	1 ☐ Yes – *Mark 2 or 3* 2 ☐ **Is it easier?** 3 ☐ **Is it harder?** 4 ☐ No
c. The amount of fatigue you feel at the end of a work day has increased, decreased, or remained about the same?	c.	423	1 ☐ Increased 2 ☐ Decreased 3 ☐ Remained about the same
Notes		424 425	

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VI. EDUCATION AND TRAINING

62a. Since we last interviewed you have you taken any training courses or educational programs of any kind, either on the job or elsewhere?	62a.	(426)	1 ☐ Yes – *ASK b–i* 2 ☐ No – *SKIP to 63a*
b. What kind of training or educational program did you take? *(Specify below, then mark one box)* ____________________ ____________________	b.	(427)	1 ☐ Professional, technical 2 ☐ Managerical 3 ☐ Clerical 4 ☐ Skilled manual 5 ☐ Semi-skilled manual 6 ☐ Service 7 ☐ General courses (English, math, art) 8 ☐ Other
c. Where did you take this training or course? *(Specify below, then mark one box)* ____________________ ____________________	c.	(428)	1 ☐ University or college 2 ☐ Business college, technical institute 3 ☐ Company training school 4 ☐ Correspondence course 5 ☐ Adult education or night school 6 ☐ Other
d. How long did you attend this course or program?	d.	(429)	________ Weeks
e. How many hours per week did you spend on this program?	e.	(430)	1 ☐ 1– 4 2 ☐ 5– 9 3 ☐ 10–14 4 ☐ 15–19 5 ☐ 20 or more
f. Did you complete this program?	f.	(431)	1 ☐ Yes – *SKIP to h* 2 ☐ No, dropped out – *ASK g* 3 ☐ No, still enrolled – *SKIP to h*
g. Why didn't you complete this program?	g.	(432)	1 ☐ Found a job 2 ☐ Too much time involved 3 ☐ Lost interest 4 ☐ Too difficult 5 ☐ Marriage 6 ☐ Pregnancy 7 ☐ No one to care for children 8 ☐ Other family reason 9 ☐ Other – *Specify* __________
h. Why did you decide to take this program?	h.	(433)	1 ☐ To obtain work 2 ☐ To improve current job situation 3 ☐ To get a better job 4 ☐ Had extra time 5 ☐ Bored staying home 6 ☐ Education, interest, general knowledge 7 ☐ Other – *Specify* __________
☐ Respondent not currently employed – *SKIP to 63a* **i. Do you use this training on your present job?**	i.	(434)	1 ☐ Yes 2 ☐ No
63a. Did you receive a diploma, degree or a new certificate required for practicing any profession or trade such as teacher, practical nurse or beautician in the past year?	63a.	(435)	1 ☐ Yes – *ASK b and c* 2 ☐ No – *SKIP to 64a*
b. What type of diploma, degree, or certificate is this?	b.	(436)	☐ ____________________
c. Is this certificate currently valid?	c.	(437)	1 ☐ Yes 2 ☐ No
Notes		(438)	
		(439)	

VI. EDUCATION AND TRAINING – Continued

64a. Do you expect to receive any additional training in the future?	64a.	(440) 1 ☐ Yes – ASK b–d 2 ☐ No – SKIP to e
b. What kind of training do you expect to receive?	b.	(441) 1 ☐ Professional, technical 2 ☐ Managerial, supervisory 3 ☐ Clerical 4 ☐ Skilled manual 5 ☐ Other
c. Where do you expect to receive this training?	c.	(442) 1 ☐ Business college, technical institute (private) 2 ☐ Company training program 3 ☐ Correspondence course 4 ☐ Public vocational school 5 ☐ Community or junior college 6 ☐ Other
d. When do you expect to start this training?	d.	(443) ____________ Month ________ Year } SKIP to 65 x ☐ Don't know
e. Why do you think you will not receive additional training?	e.	(444) 1 ☐ Not interested in training 2 ☐ Family responsibilities 3 ☐ Training not available 4 ☐ Too expensive 5 ☐ Can't take time off from work 6 ☐ Don't know 7 ☐ Other – Specify ____________
65. How did you do in English courses in high school? Would you say that you did very well, above average, average, below average, or poorly?	65.	(445) 1 ☐ Very well 2 ☐ Above average 3 ☐ Average 4 ☐ Below average 5 ☐ Poorly 6 ☐ Did not attend high school

Notes

VII. ASSETS AND INCOME

66a. Is this house (apartment) owned or being bought by you (or your husband)?	66a.	(446)	1 ☐ Yes – *ASK b and c* 2 ☐ No – *SKIP to 67a*
b. About how much do you think this property would sell for on today's market?	b.	(447)	$ ______________ . 00
c. About how much do you (or your husband) owe on this property for mortgages, back taxes, home improvement loans, etc.?	c.	(448)	$ ______________ . 00 0 ☐ None
67a. Do you (or your husband) have any money in savings or checking accounts, savings and loan companies, or credit unions?	67a.	(449)	☐ Yes – **How much altogether?** $ ______________ . 00 ☐ No
b. Do you (or your husband) have any – (1) U.S. Savings Bonds?	b. (1)	(450)	☐ Yes – **What is their face value?** $ ______________ . 00 ☐ No
(2) Stocks, bonds, or mutual funds?	(2)	(451)	☐ Yes – **About how much is their market value?** $ ______________ . 00 ☐ No
68a. Do you (or your husband) rent, own, or have an investment in a farm, business, or any other real estate?	68a.	(452)	1 ☐ Yes – *ASK b–d* 2 ☐ No – *SKIP to 69a*
b. Which one(s)?	b.	(453)	1 ☐ Farm 2 ☐ Business 3 ☐ Real estate
c. About how much do you think this (business, farm, or other real estate) would sell for on today's market?	c.	(454)	$ ______________ . 00 Farm
		(455)	$ ______________ . 00 Business
		(456)	$ ______________ . 00 Real Estate
d. What is the total amount of debt and other liabilities on this (business, farm, or other real estate)?	d.	(457)	$ ______________ . 00 Farm ☐ None
		(458)	$ ______________ . 00 Business ☐ None
		(459)	$ ______________ . 00 Real Estate ☐ None
69a. Do you (or your husband) own an automobile(s)?	69a.	(460)	☐ Yes – **How many?** ______________ – *ASK b and c* ☐ No – *SKIP to 70*
b. Do you owe any money on this (these) automobile(s)?	b.	(461)	☐ Yes – **How much altogether?** $ ______________ . 00 ☐ No
c. How much would this (these) car(s) sell for on today's market?	c.	(462)	$ ______________ . 00
70. Do you (or your husband) owe any (other) money to stores, banks, doctors, or anyone else, excluding 30 day charge accounts?	70.	(463)	☐ Yes – **How much?** $ ______________ . 00 ☐ No
71a. So far as your overall financial position is concerned, would you say you (and your husband) are better off, about the same or worse off now than you were when we last interviewed you?	71a.	(464)	1 ☐ About the same – *SKIP to 72* 2 ☐ Better off } *ASK b* 3 ☐ Worse off } *ASK b*
b. In what ways are you (better, worse) off?	b.	(465)	☐ ______________________________

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VII. ASSETS AND INCOME – Continued

72. Now I'd like to ask a few questions about your income in 1971– a. In 1971, how much did you receive from wages, salary, commissions, or tips from all jobs, before deductions for taxes or anything else?	72a.	(466) $ ____________ . 00 ☐ None
☐ Respondent not married – *SKIP to c* b. In 1971, how much did your husband receive from wages, salary, commissions, or tips from all jobs, before deductions for taxes or anything else?	b.	(467) $ ____________ . 00 ☐ None
☐ No other family members 14 years or older – *SKIP to 73a* c. In 1971, how much did all other family members living here receive from wages, salary, commissions, or tips from all jobs, before deductions for taxes or anything else?	c.	(468) $ ____________ . 00 ☐ None
73a. In 1971, did you receive any income from working on your own or in your own business, professional practice, or partnership? $ ____________ less $ ____________ $ ____________ (Gross income) (Expenses) (Net income)	73a.	☐ Yes – How much? (469) $ ____________ . 00 ☐ No
☐ No other family members 14 years or older – *SKIP to 74* b. In 1971, did any other family members living here receive any income from working on their own or in their own business, professional practice, or partnership? $ ____________ less $ ____________ $ ____________ (Gross income) (Expenses) (Net income)	b.	☐ Yes – How much? (470) $ ____________ . 00 ☐ No
74. In 1971, did your family receive any income from operating a farm? $ ____________ less $ ____________ $ ____________ (Gross income) (Expenses) (Net income)	74.	☐ Yes – How much? (471) $ ____________ . 00 ☐ No
75. In addition, during 1971, did anyone in this family living here receive any rental income from roomers and boarders, an apartment in this house or another building, or other real estate? $ ____________ less $ ____________ = $ ____________ (Gross income) (Expenses) (Net income)	75.	☐ Yes – How much? (472) $ ____________ . 00 ☐ No
76. In 1971, did anyone in this family living here receive interest or dividends on savings, stocks, bonds, or income from estates or trusts?	76.	☐ Yes – How much? (473) $ ____________ . 00 ☐ No
77a. In 1971, did you receive any unemployment compensation?	77a.	☐ Yes (474) ____________ How many weeks? How much did you receive altogether? (475) $ ____________ . 00 ☐ No
☐ Respondent not married – *SKIP to c* b. In 1971, did your husband receive any unemployment compensation?	b.	☐ Yes (476) ____________ How many weeks? How much did he receive altogether? (477) $ ____________ . 00 ☐ No
☐ No other family members 14 years or older – *SKIP to 78* c. In 1971, did any other family members living here receive any unemployment compensation?	c.	☐ Yes – How much? (478) $ ____________ . 00 ☐ No

78. In 1971, did anyone in this family living here receive income as a result of disability or illness such as *(Read list)*: 78.
If "Yes" to any items in list, enter amount, indicating whether received by respondent or other family member.

	Yes	No	Respondent		Other family member	
(1) Veteran's compensation or pension?	☐	☐	(479) .	00	(484) .	00
(2) Workmen's compensation?	☐	☐	(480) .	00	(485) .	00
(3) Aid to the permanently and totally disabled or aid to the blind? . .	☐	☐	(481) .	00	(486) .	00
(4) Social Security disability payments?	☐	☐	(482) .	00	(487) .	00
(5) Any other disability payment? – *Specify type* ⌐ ______________________________	☐	☐	(483) .	00	(488) .	00

VII. ASSETS AND INCOME – Continued

79. In 1971, did anyone in this family living here receive any other Social Security payments, such as old age or survivor's insurance?	79.	 (489) (490) (491)	☐ Yes – Who? ↙ ☐ Respondent – How much? $________ . 00 ☐ Husband – How much? $________ . 00 ☐ Other – How much? $________ . 00 ☐ No
80. In 1971, did anyone in this family living here receive any Aid to Families with Dependent Children payments, or other public assistance or welfare payments?	80.	 (492) (493)	☐ Yes ☐ AFDC – How much? $________ . 00 ☐ Other – How much? $________ . 00 ☐ No
81a. In 1971, did anyone in this family living here buy any food stamps under the Government's Food Stamp Plan?	81a.		☐ Yes – *ASK b and c* ☐ No – *SKIP to 82a*
b. In how many months during 1971 did you buy stamps?	b.	(494)	________ Months
c. How much was your monthly bonus?	c.	(495)	$________ . 00
82a. In 1971, did anyone in this family living here receive any pensions from local, State, or Federal Government?	82a.	(496)	☐ Yes – How much? $________ . 00 ☐ No
b. In 1971, did anyone in this family living here receive any other retirement pensions, such as private employee or personal retirement benefits?	b.	(497)	☐ Yes – How much? $________ . 00 ☐ No
83. In 1971, did anyone in this family living here receive any other type of income, such as alimony, child support, contributions from family members living elsewhere, annuities, or anything else?	83.	(498)	☐ Yes – How much? $________ . 00 ☐ No

84. In 1971, did you (or your husband) purchase any of the following items?

	Yes	No		Was it – NEW	USED
(1) Washing machine	☐	☐	(499)	1 ☐	2 ☐
(2) Clothes dryer	☐	☐	(500)	1 ☐	2 ☐
(3) Electric or gas stove	☐	☐	(501)	1 ☐	2 ☐
(4) Refrigerator	☐	☐	(502)	1 ☐	2 ☐
(5) Freezer	☐	☐	(503)	1 ☐	2 ☐
(6) Room air-conditioner	☐	☐	(504)	1 ☐	2 ☐
(7) Television	☐	☐	(505)	1 ☐	2 ☐
(8) Garbage disposal	☐	☐	(506)	1 ☐	2 ☐
(9) Hi-fi or stereo	☐	☐	(507)	1 ☐	2 ☐
(10) Dishwasher	☐	☐	(508)	1 ☐	2 ☐

85. In 1971, did you have any major expenditures on housing such as remodeling or redecorating, plumbing, electrical work, roofing, painting, or heating which amounted to more than $200?	85.	(509)	1 ☐ Yes 2 ☐ No
86. Aside from anything else you have mentioned, did you (or other members of your family) have any other major expenses in 1971 such as medical, dental, accident, travel, or education which amounted to more than $200?	86.	(510)	1 ☐ Yes 2 ☐ No

VIII. FAMILY BACKGROUND

CHECK ITEM V	*Refer to item 104R on Information Sheet.* ☐ Respondent't parents are dead – *SKIP to Check Item W* ☐ All other – *ASK 87a*

87a. Now I have some questions on your family background. Are your mother and father living?	87a.	(511)	1 ☐ BOTH parents alive 2 ☐ MOTHER alive, father dead 3 ☐ FATHER alive, mother dead 4 ☐ NEITHER parent alive

CHECK ITEM W	*Refer to item 105R on Information Sheet and item 13, cover page.* ☐ Respondent not married } *SKIP to 88a* ☐ Respondent't husband's parents are dead } *SKIP to 88a* ☐ All other – *ASK 87b*

VIII. FAMILY BACKGROUND – Continued

87b. Are your husband's mother and father living?	87b.	(512) 1 ☐ BOTH parents alive 2 ☐ MOTHER alive, father dead 3 ☐ FATHER alive, mother dead 4 ☐ NEITHER parents alive
88a. How many persons, not counting yourself, (and your husband) are dependent upon you (and your husband) for at least one-half of their support?	88a.	(513) _______ Number – ASK b 0 ☐ None – SKIP to 89a
b. Do any of these dependents live somewhere else other than here at home with you?	b.	☐ Yes – **How many?** (514) _______________ – *ASK c* 0 ☐ No – *SKIP to 89a*
c. What is their relationship to you?	c.	(515) ☐
89a. Would you say that during the past year there has been any change in your feeling about having a job outside the home for pay?	89a.	(516) 1 ☐ Yes – *ASK b and c* 2 ☐ No } SKIP to Check Item X 3 ☐ Don't know } SKIP to Check Item X
b. In what way has your feeling changed?	b.	(517) ☐ _______________
c. Why would you say your thinking has changed?	c.	(518) ☐ _______________
CHECK ITEM X		*Refer to item 106R on Information Sheet and item 13, cover page.* ☐ Marital status has changed since last interview – *ASK 90* ☐ Marital status has not changed since last interview – *SKIP to Check Item Y*
90. When were you – { Married? Divorced? Widowed? Separated?	90.	(519) _______________ Month _______ Year
CHECK ITEM Y — *Determine whether or not respondent lives in the same area (SMSA or county) as when last interviewed.*		(520) 1 ☐ Respondent lives in same area (SMSA or county) as when last interviewed – *SKIP to 91f* 2 ☐ Respondent lives in different area (SMSA or county) than when last interviewed – *ASK 91a*
91c. When we last interviewed you, you were living in a different area. How many miles from here is that?	91a.	(521) _______ Miles
b. How did you happen to move here?	b.	(522) ☐
c. Did you have a job lined up here at the time you moved?	c.	(523) 1 ☐ Yes, different from job held at time of move } SKIP to e 2 ☐ Yes, same as job held at time of move } SKIP to e 3 ☐ Yes, transferred job in same company } SKIP to e 4 ☐ No – *ASK d*
d. How many weeks did you look before you found work?	d.	(524) _______ Total weeks 0 ☐ Did not look for work – *SKIP to e* 99 ☐ Still haven't found work
(1) How many weeks did you look before you moved?	(1)	(525) _______ Weeks before
(2) How many weeks did you look after you moved?	(2)	(526) _______ Weeks after
e. Since we last interviewed you, have you lived in any area other than the present one or the one in which you lived when we interviewed you last?	e.	☐ Yes – **How many?** (527) _______________ } SKIP to Check Item Z 0 ☐ No } SKIP to Check Item Z
f. Have you lived in any area other than the present one since we last interviewed you?	f.	☐ Yes – **How many?** (528) _______________ 0 ☐ No
CHECK ITEM Z		*Refer to item 112R.* ☐ A Social Security number is entered in item 112R – *SKIP to 92* ☐ No Social Security number is entered in item 112R – *ASK 91g*
91g. What is your Social Security number?	91g.	(529) ☐☐☐☐☐☐☐ (530) ☐☐☐☐
Notes		(531) (532) (533)

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Now I have a few questions about the education and work experience of the other family members living here.

				Persons 6–24 years old				Persons 14 years old and over						
									If person worked at all in 1971					
Line number	Name List below all persons living here who are related to respondent. *Enter the line number from the Household Record Card in column 92.*	Relationship to respondent *Example: husband, son, daughter-in-law, brother, etc.*	Age As of April 1, 1972	Is . . . attending or enrolled in school? *Mark one* 1 ☐ = YES 2 ☐ = NO	*(If "Yes" –* What grade (year)? *If "No" –* What is the highest grade (year) . . . ever attended?	Did . . . finish this grade (year)? *Mark one* 1 ☐ = YES 2 ☐ = NO	How much school do you think . . . is going to get?	In 1971, how many weeks did . . . work either full- or part-time (not counting work around the house)?	In the weeks that . . . worked, how many hours did . . . usually work per week?	What kind of work was . . . doing in 1971? *If more than one, record the longest.*				
92.	93a.	93b.	94.	95.	96.	97.	98.	99.	100a.	100b.				
		(534) Respondent												
		(535)		(536) 1 ☐ 2 ☐		1 ☐ 2 ☐		(537)			(538)			
		(539)		(540) 1 ☐ 2 ☐		1 ☐ 2 ☐		(541)			(542)			
		(543)		(544) 1 ☐ 2 ☐		1 ☐ 2 ☐		(545)			(546)			
		(547)		(548) 1 ☐ 2 ☐		1 ☐ 2 ☐		(549)			(550)			
		(551)		(552) 1 ☐ 2 ☐		1 ☐ 2 ☐		(553)			(554)			
		(555)		(556) 1 ☐ 2 ☐		1 ☐ 2 ☐		(557)			(558)			
		(559)		(560) 1 ☐ 2 ☐		1 ☐ 2 ☐		(561)			(562)			
		(563)		(564) 1 ☐ 2 ☐		1 ☐ 2 ☐		(565)			(566)			
		(567)		(568) 1 ☐ 2 ☐		1 ☐ 2 ☐		(569)			(570)			
		(571)		(572) 1 ☐ 2 ☐		1 ☐ 2 ☐		(573)			(574)			
		(575)		(576) 1 ☐ 2 ☐		1 ☐ 2 ☐		(577)			(578)			
		(579)		(580) 1 ☐ 2 ☐		1 ☐ 2 ☐		(581)			(582)			
		(583)		(584) 1 ☐ 2 ☐		1 ☐ 2 ☐		(585)			(586)			
		(587)		(588) 1 ☐ 2 ☐		1 ☐ 2 ☐		(589)			(590)			
		(591)		(592) 1 ☐ 2 ☐		1 ☐ 2 ☐		(593)			(594)			
		(595)		(596) 1 ☐ 2 ☐		1 ☐ 2 ☐		(597)			(598)			
		(599)		(600) 1 ☐ 2 ☐		1 ☐ 2 ☐		(601)			(602)			
		(603)		(604) 1 ☐ 2 ☐		1 ☐ 2 ☐		(605)			(606)			
		(607)		(608) 1 ☐ 2 ☐		1 ☐ 2 ☐		(609)			(610)			
		(611)		(612) 1 ☐ 2 ☐		1 ☐ 2 ☐		(613)			(614)			
		(615)		(616) 1 ☐ 2 ☐		1 ☐ 2 ☐		(617)			(618)			
		(619)		(620) 1 ☐ 2 ☐		1 ☐ 2 ☐		(621)			(622)			
		(623)		(624) 1 ☐ 2 ☐		1 ☐ 2 ☐		(625)			(626)			

100C. **When we last interviewed you, you mentioned** *(read names from item 107R on Information Sheet)* **as persons who will always know where you can be reached even if you moved away. Is this still true?** *(If so, verify the addresses and telephone numbers and mark box 1 or 2 below. If not, mark box 2 and enter information about other persons who will know the respondent's whereabouts.)*

1 ☐ All names, addresses and phone numbers are verified as being the same as those entered in item 107R – END INTERVIEW

2 ☐ All others, enter the names, etc. of two persons who will know the respondent's whereabouts.

	Name	Relationship to respondent	Address	Telephone number
(1)				
(2)				

NONINTERVIEWS IN 1971

Ask the following questions of all respondents who were noninterviews in 1971. Transcribe the answers to the appropriate item on the Information Sheet, then proceed with the regular interview.

A. What were you doing at this time in 1971 – working, keeping house, or something else?

1 ☐ Working } ASK B
2 ☐ With a job, not at work } ASK B
3 ☐ Looking for work } END of questions
4 ☐ Keeping house } END of questions
5 ☐ Unable to work } END of questions
6 ☐ Other – *Specify* } END of questions

____

____

Transcribe entries as follows:

1. If box 1 or 2 is checked, mark "Labor Force Group A" in 102R.
2. If box 3 is checked, mark "Labor Force Group B" in 102R.
3. If box 4 or 6 is checked, mark "Labor Force Group C" in 102R.
4. If box 5 is checked, mark "Unable to work" in 102R.

B. For whom did you work?

____

____

Transfer name of employer to 103R(1)

C. What kind of work were you doing?

____

____

Transfer kind of work to 103R(2)

WHEN THE TRANSCRIPTION HAS BEEN COMPLETED, BEGIN THE REGULAR INTERVIEW WITH ITEM 1.

OFFICE USE ONLY

108R. (1) Name of employer in 1969

____

____

☐ Not employed in 1969

109R. ☐ Noninterview in 1968

(1) Name of employer in 1968

____

____

☐ Not employed in 1968

110R. (1) Name of employer in 1967

____

____

☐ Not employed in 1967

111R. Residence in 1967

City ______________________

State ______________________

112R. Social Security Number

(529) ☐☐☐☐☐☐☐

(530) ☐☐☐☐

IX. INFORMATION SHEET
DATA FROM LAST INTERVIEW

101R. Date of last interview

(627)

Month	Day	Year

102R. Labor Force Group in 1971

(628) 1 ☐ A

3 ☐ B

5 ☐ C

6 ☐ Unable to work

103R. (1) Name of employer in 1971

____

____

(2) Kind of work done in 1971

____

☐ Not employed in 1971

104R. Status of respondent's parents in 1971

(629) 1 ☐ Both parents of respondent are dead

2 ☐ All other

105R. Status of husband's parents in 1971

(630) 1 ☐ Respondent not married

2 ☐ Both parents of the respondent's husband are dead

3 ☐ All other

106R. Marital status at last interview

(631) 1 ☐ Married

2 ☐ Separated

3 ☐ Widowed

4 ☐ Divorced

5 ☐ Never married

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1. ______________________________

____

____

____

2. ______________________________

____

____

____

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ABSTRACT: DEVELOPMENT OF NEEDED VOCATIONAL REHABILITATION CENTERS FOR AFRICA'S LARGE DISABLED AND HANDICAPPED POPULATION HAS BEEN GREATLY LIMITED BY THE SHORTAGE OF SKILLED MANAGERIAL STAFF. THE TRAINING COURSE DESCRIBED IN THIS REPORT WAS ORGANIZED TO ASSIST ADMINISTRATIVE PERSONNEL IN OPERATING VOCATIONAL REHABILITATION, SHELTERED, AND PRODUCTION WORKSHOPS FOR THE DISABLED. THE TRAINING COURSE PROGRAM COVERED A SERIES OF LECTURES AND DISCUSSIONS ON ASPECTS OF MANAGING SUCH WORKSHOPS, ON THE VOCATIONAL REHABILITATION PROBLEMS ASSOCIATED WITH SPECIFIC DISABILITY GROUPS, VISITS TO WORKSHOPS FOR THE DISABLED ALREADY SUCCESSFULLY ESTABLISHED IN ETHIOPIA TO SEE PRACTICAL APPLICATION OF THE LECTURE TOPICS, STUDY IN WORKING GROUPS, AND DISCUSSION IN PLENARY SESSION IN WHICH GROUP REPORTS WERE READ. PARTICIPANTS FROM 15 AFRICAN COUNTRIES RECEIVED TRAINING COURSE CERTIFICATES AT THE END OF THE PROGRAM. AT THE FINAL REVIEW SESSION PARTICIPANTS ADOPTED CONCLUSIONS CONCERNING THE PROBLEM OF DISABILITY IN AFRICAN COUNTRIES, COORDINATION OF SERVICES, PRODUCTION AND SHELTERED WORKSHOPS, REHABILITATION AND EMPLOYMENT OF VARIOUS CATEGORIES OF THE HANDICAPPED, AND INTERNATIONAL ASSISTANCE. MORE THAN HALF OF THE REPORT CONSISTS OF A SELECTION OF THE LECTURES PRESENTED IN THE COURSE TO PROVIDE INFORMATION ON THE SUBJECT AREAS. APPENDED ARE PAPERS PREPARED BY EACH COURSE PARTICIPANT DESCRIBING HIS COUNTRY'S VOCATIONAL REHABILITATION ACTIVITIES. (MF)

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Danish International Development Agency

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INTRODUCTION

It is estimated that in Africa, handicapping conditions such as leprosy, blindness, deafness, poliomyelitis, tuberculosis, mental illness, mental retardation, etc. may affect 10 per cent of the population. Industrial and traffic accidents are on the increase and malnutrition, as a result of drought and other natural disasters on the African continent, has left large numbers of disabled in its wake. The serious impact of these handicaps cannot be measured in medical and humanitarian terms alone - it is also an economic problem of the first magnitude as millions of inactive disabled persons are a charge on the community and their families.

In many African countries which are experiencing heavy unemployment and underemployment, prospects of placement for the disabled in the normal labour market are very poor indeed. Consequently, some governments are turning their attention to the development of "employment-creation" projects for the disabled such as sheltered/production workshops, co-operatives and homeworking schemes. One such country is Ethiopia, where successful and viable production workshops for the disabled have been firmly established over the past few years.

One of the greatest drawbacks to the successful development of sheltered/production workshops for the disabled is the shortage of skilled managerial staff and it was with this and the above factors in view that the ILO/DANIDA Training Course for Vocational Rehabilitation and Sheltered Workshop Managers was conceived. The course itself which was held in Addis Ababa, Ethiopia from 15 to 31 October 1975, was organised jointly by the International Labour Office and the Governments of Denmark and Ethiopia as part of the joint technical co-operation programme of the ILO and the Danish International Development Agency (DANIDA).

The main objectives of the training course were:

to give managing staff of rehabilitation and sheltered workshops in African countries the opportunity of studying at first hand the management, organisation, administration and operation of vocational rehabilitation, sheltered and production workshops for the disabled.

In particular the course was designed to enable participants to:

(1) study in a realistic setting, the development and organisation of the sheltered/production workshops in Ethiopia which employ large numbers of disabled persons in various occupations including carpet making, cloth weaving, umbrella making and dry cell battery manufacture;

(2) obtain new ideas and fresh views, methods and techniques on the management of workshops and small-scale industry enterprises for the disabled and to consider how best they can be applied to their own countries;

(3) exchange information on vocational rehabilitation programmes and related services for the disabled and discuss the problems encountered or envisaged in developing such programmes in the countries represented.

The Director-General of the International Labour Office gratefully acknowledges the co-operation and generosity of the Governments of Denmark and Ethiopia which contributed so much to the planning, development and successful outcome of the project; in particular, he wishes to place on record the notable contribution made by Ato Kassa Kebede, the Ethiopian Co-Director of the training course and his staff and Mr. Otto Wandall-Holm, the Danish Co-Director. Thanks are also due to the Ethiopian secretarial and administrative staff, the Ethiopian and international lecturers and the management and staff of the rehabilitation centres and workshops visited as part of the training course programme.

The support and assistance provided by Rehabilitation International and the International League of Societies for the Mentally Handicapped are also gratefully acknowledged.

It is hoped that the report of the training course which follows will be of value and help, not only to the governments of Africa represented at the course, but also to all other countries and organisations which are interested in developing employment-creation projects for their disabled people.

The report itself comprises four chapters:

Chapter I - Organisation and administration of the course.

Chapter II - Programme and activities.

Chapter III - Final conclusions of the training course.

Chapter IV - A selection of papers presented at the course.

CHAPTER I

ORGANISATION AND ADMINISTRATION OF THE COURSE

Participants

Twenty African countries were invited to participate in the training course but three countries were unable to nominate candidates; candidates nominated by two other countries failed to attend. The following 21 participants (including three observers) were eventually selected and took part in the programme:

Country	Name and address of participant
Cameroon	Mr. Mathias E. Eta, Director, Bulu Blind Centre, P.M.B. 27, BUEA.
Ethiopia	Ato Endale Samuel, Deputy General Manager, United Abilities Co., P.O. Box 2484, ADDIS ABABA.
	Captain Tadesse Tekle, Manager, Ethio-Craft Centre, P.O. Box 30722, ADDIS ABABA.
Ghana	Mr. J.L. Adjei, Society of Friends of Mentally Retarded Children, P.O. Box 640, ACCRA.
Kenya	Mr. Frederick K. Boit, Instructor, Kisii Rehabilitation Centre, P.O. Box 237, KISII.
	Mr. William O. Olaka, Manager, Embu Rural Vocational Rehabilitation Centre, P.O. Box 200, EMBU.
Liberia	Mr. B. Nuwo Jensen, Superintendent, Klay Basic Crafts Training Centre, Ministry of Labour, Youth and Sports, KLAY, Bomi Territory.
Libya	Mr. Mahmoud A. Tayeb, Chief of Department, Ministry of Education, TRIPOLI. and Deputy Chief, Arab Federation for the Deaf.
Malawi	Mr. George P. Mchiela, Secretary/Registrar, Malawi Council for the Handicapped, P.O. Box 5971, LIMBE.

Nigeria	Mr. Daniel Aduak, Social Welfare Officer, Rehabilitation Unit, Ministry of Social Development, North Central State, KADUNA.
Rwanda	Mr. Jean Hategekimana, Rehabilitation Centre, Catagara, B.P. 24, NYABISINDU.
Sierra Leone	Mr. Egerton Williams, Manager, Employment Exchange, Ministry of Labour, FREETOWN.
Somalia	Mr. M. Husein Balayah, Vocational Training Officer, Ministry of Labour and Sports, MOGADISCIO.
	Mr. Ahmed A. Hasan, Vocational Rehabilitation Officer, Somali Social Security Fund, MOGADISCIO.
Sudan	Mr. Musa Shallal Abd-Elrahman, Director of Social Welfare Centres, Department of Social Welfare, KHARTOUM.
Tanzania	Mr. Elieza M. Mshana, Director of Welfare Services and Manager of Production Workshop, P.O. Box 577, TANGA.
Uganda	Mr. Richard M. Karozi, Manager, Mbale Sheltered Workshop, MBALE.
Zambia	Mr. Kangwa T. Nkonde, Workshop Management, Zambia Council for the Handicapped, Kanganga Employment Centre, P.O. Box 517, NDOLA.

Observers

Ato Aberra Batcha,
Rehabilitation Agency for the Disabled,
P.O. Box 21372,
ADDIS ABABA, ETHIOPIA.

Sister Senkenseh Gebre-Mariam,
Head of Social Work Department,
Bisidimo Rehabilitation Centre,
HARAR, ETHIOPIA.

Mr. Lars Lind,[**]
Vocational Rehabilitation Associate Expert,
ILO Area Office,
P.O. Box 9212,
DAR ES SALAAM, TANZANIA.

[**] Full cost of his participation was kindly met by the Swedish Government.

Lecturers

The following lecturers presented papers at the training course:

Mr. J. Bochet	ILO African Regional Adviser in Co-operatives, ILO Regional Office for Africa, P.O. Box 2788, ADDIS ABABA, ETHIOPIA.
Mr. D. Carter	Director and Advisory Officer, Rural Training Unit of the National Society for Mentally Handicapped Children, Lufton Manor, LUFTON, Somerset, ENGLAND. (also representing the International League of Societies for the Mentally Handicapped)
Mr. Norman E. Cooper	Head of Vocational Rehabilitation Section, ILO Headquarters, CH 1211 GENEVA 22, SWITZERLAND.
Ato Yesuneh Hailu	Ethiopian National Association for the Deaf, P.O. Box 21359, ADDIS ABABA, ETHIOPIA.
Ato Kassa Kebede	General Manager, Rehabilitation Agency for the Disabled, P.O. Box 21372, ADDIS ABABA, ETHIOPIA.
Professor D. Lockwood	Chief of Programme Co-ordination, ILO International Centre for Advanced Technical and Vocational Training, Via Ventemiglia, 201 TORINO, ITALY.
Mr. Edgar Marland	ILO Asian Regional Adviser in Vocational Rehabilitation of the Disabled, ILO Regional Office for Asia, P.O. Box 1759, BANGKOK, THAILAND.
Mr. Sam Niwa	ILO African Regional Adviser in Vocational Rehabilitation of the Disabled, ILO Regional Office for Africa, P.O. Box 2788, ADDIS ABABA, ETHIOPIA.
Dr. D. Owosina	Adeoyo Orthopaedic Rehabilitation Division, P.O. Box 3427, IBADAN, Western State, NIGERIA. (also representing Rehabilitation International)
Mr. J. Percy	ILO Project Manager, Vocational Training Project, c/o ILO Regional Office for Africa, P.O. Box 2788, ADDIS ABABA, ETHIOPIA.

Dr. Felton Ross	Director of Training, ALERT, P.O. Box 165, ADDIS ABABA, ETHIOPIA.
Ato Zewde Shaarega	United Abilities Company, P.O. Box 1021, ADDIS ABABA, ETHIOPIA.
Mr. Otto Wandall-Holm	ILO Vocational Rehabilitation Expert, c/o United Nations Office, P.O. Box 30218, NAIROBI, KENYA.
Mr. Tom Wijenje	Manager, Workshop for the Blind, MACHAKOS, KENYA.
Ato Wondimagegnehu Assefa	Ethiopia Amalgamated Co., P.O. Box 1335, ADDIS ABABA, ETHIOPIA.

Technical preparations

The Ethiopian Government, in close co-operation with the ILO Regional Office for Africa, Addis Ababa, approved the draft programme for the training course early in 1975. Ato Kassa Kebede was nominated as Ethiopian Co-Director of the course and was responsible for the recruitment of local lecturers and secretarial staff, provision of accommodation for participants and the training course facilities as well as arrangements for visits to rehabilitation centres, workshops, etc. Throughout the planning and implementation period, he worked closely with the Danish and ILO Co-Directors of the course who were responsible for the basic planning of the project, recruitment and travel of participants and international lecturers, editing of lecture papers and provision of background materials and other technical documentation.

The directing staff consisted of:

Ethiopian Co-Director	Ato Kassa Kebede, General Manager, Rehabilitation Agency for the Disabled, ADDIS ABABA.
Danish Co-Director	Mr. Otto Wandall-Holm, ILO Vocational Rehabilitation Expert, KENYA.
ILO Co-Director	Mr. Norman E. Cooper, Head of Vocational Rehabilitation Section, ILO Headquarters, GENEVA, Switzerland.
ILO Regional Vocational Rehabilitation Adviser for Africa	Mr. Isamu Niwa, ILO Regional Office for Africa, ADDIS ABABA, Ethiopia.
ILO Regional Vocational Rehabilitation Adviser for Asia	Mr. Edgar Marland. ILO Regional Office for Asia, BANGKOK, Thailand.

Material arrangements

The training course was based at the Ghion Hotel, Addis Ababa, which had good conference facilities and which offered board and accommodation for staff, participants and lecturers. The Ethiopian Government generously provided all office equipment and supplies as well as transport for the many visits to rehabilitation facilities and for leisure time.

CHAPTER II

PROGRAMME AND ACTIVITIES

Opening ceremony

The training course was formally opened on 15 October, 1975 by His Excellency Ato Tadesse Terefe, Minister of Labour and Social Affairs. Other addresses of welcome were given by Mr. A. Adossama, Director of the ILO Regional Office for Africa, and the Ethiopian and Danish Co-Directors. There was full television and press coverage for the occasion.

Programme

The detailed programme of the training course was as follows:

Date	1975		Activities
Tuesday,	14 October		Arrival and registration of participants
Wednesday,	15 October	a.m.	Formal opening of the training course Technical session (Explanation of working arrangement for the training course)
		p.m.	Lecture: Ethiopia's rehabilitation programme for disabled persons (Ato Kassa Kebede) Visit to rehabilitation agency for the disabled and craft workshops
Thursday,	16 October	a.m.	Lecture: The extent, incidence and special problems of disablement in African countries (Dr. D. Owosina, Nigeria) Discussion: The role of an ILO regional vocational rehabilitation adviser (Mr. E. Marland, Mr. S. Niwa, ILO)
		p.m.	Lecture: The planning and development of the umbrella workshop (Mr. Marland) Lecture: The training of personnel for the workshop (Ato Wondimagegnehu Assefa)
Friday,	17 October	a.m.	Visit to the United Abilities Co., and showing of film "The Umbrella Man"
		p.m.	Lecture: The organisation of production work and sales outlets (Mr. Marland) Lecture: Expansion of the workshop and introduction of new products (Ato Wondimagegnehu Assefa) Group and plenary discussions
Saturday,	18 October	a.m.	Round table discussion: Production workshops for the disabled in African countries (Ato Kassa Kebede, Ato Wondimagegnehu Assefa, Mr. Marland, Mr. Niwa, Mr. Wandall-Holm) Group and plenary discussions Free time

Date	1975		Activities
Sunday,	19 October	a.m.	Free time.
Monday,	20 October	a.m.	Lecture: Selecting and developing products for workshops (Prof. D. Lockwood, ILO, Turin)
			Group and plenary discussions
		p.m.	Lecture: Production scheduling and control (Prof. D. Lockwood)
			Group and plenary discussions
Tuesday,	21 October	a.m.	Lecture: Industrial engineering (techniques of setting up a workshop, maintenance, layout, etc.) (Prof. D. Lockwood)
			Group and plenary discussions
		p.m.	Lecture: Employment schemes for leprosy patients (Dr. Felton-Ross)
			Visit to ALERT workshops
Wednesday,	22 October	a.m.	Lecture: Training of personnel for rehabilitation workshops (Dr. Felton-Ross)
			Lecture: Employment of the deaf (Ato Hailu Yesuneh)
			Group discussions
		p.m.	Visit to school for the blind
Thursday,	23 October	a.m.	Lecture: The problem of blindness in Africa (Mr. T. Wijenje)
			Lecture: Employment of the blind (Ato Shoarega Zewde)
			Lecture: Employment through co-operative schemes (Mr. J. Bochet, ILO)
			Group and plenary discussions
		p.m.	Practice studies at Ethio-Craft Workshop, United Abilities Co., and Volunteer Rehabilitation Project for Leprosy Patients
Friday,	24 October	a.m.) p.m.)	Practical studies at Ethio-Craft Workshop, United Abilities Co., and Volunteer Rehabilitation Project for Leprosy Patients
Saturday,	25 October	a.m.	Presentation of group reports
		p.m.	Free time
Sunday,	26 October		Free time
Monday,	27 October	a.m.	Lecture: Organisation of vocational training workshops (Mr. J. Percy, ILO)
			Group and plenary discussions
		p.m.	Lectures: Rehabilitation and employment of the mentally handicapped
			(a) The mentally ill (Mr. N.E. Cooper, ILO)
			(b) The mentally retarded (Mr. D. Carter)
			Group and plenary discussions

Date	1975		Activities
Tuesday,	28 October	a.m.	Lecture: Resettlement of the disabled in rural areas of Africa (Mr. S. Niwa)
			Group and plenary discussions
		p.m.	Free time
Wednesday,	29 October	a.m.) p.m.)	Presentation of country papers by participants
Thursday,	30 October	a.m.	Presentation of country papers, (contd.)
		p.m.	Preparation of final conclusions
Friday,	31 October	a.m.	Adoption of final conclusions and review of the training course
		p.m.	Formal closure

Pattern of the training course

Following a general introduction to the Ethiopian rehabilitation programme, the training course programme covered:

(a) a series of lectures, discussions and study subjects on general and specific aspects of managing sheltered and production workshops for the disabled;

(b) the special vocational rehabilitation problems and techniques associated with some specific disability groups (e.g. leprosy patients, blind, deaf, mentally ill, mentally retarded, etc.);

(c) visits to workshops for the disabled in Ethiopia to see and study the practical application of the lectures and discussion subjects;

(d) discussions and study in working groups (each subject was examined and discussed by participants in small working groups and views formulated);

(e) discussion in plenary session in which the group reports were read and discussed.

Copies of the full English texts of most papers were distributed in advance to the participants and in some instances it was only necessary for lecturers to present a summary of their papers - thus leaving more time for individual questioning and group discussion.

With a view to stimulating an exchange of ideas and experiences and to allow for a thorough examination of each subject, participants were divided into three working groups. The directing staff prepared special points for consideration although participants were free to discuss any aspect of the subject which was being examined. The conclusions of each group were presented orally by group rapporteurs and discussed in plenary session. The conclusions, which were summarised each evening by the directing staff and distributed to participants the following morning, provided a basis for the formulation of the final conclusions which were adopted unanimously on the last day of the training course (see Chapter III). The composition of the working groups was as follows:

Group A

Mr. Endale Samuel	(Ethiopia)
Mr. D. Aduak	(Nigeria)
Mr. J.L. Adjei	(Ghana)
Mr. F.K. Boit	(Kenya)
Mr. M.E. Eta	(Cameroon)
Mr. B.N. Jensen	(Liberia)
Mr. Aberra Bacha	(Ethiopia)

Group B

Mr. A.H. Hasan	(Somalia)
Mr. G.P. Mchiela	(Malawi)
Mr. Tadesse Tekle	(Ethiopia)
Mr. W.O. Olaka	(Kenya)
Mr. J. Hategekimana	(Rwanda)
Mr. R.M. Karozi	(Uganda)
Sister Senkenesh Gebre-Mariam	(Ethiopia)

Group C

Mr. M.S. Abd-Elrahman	(Sudan)
Mr. M.H. Balayah	(Somalia)
Mr. E.M. Mshana	(Tanzania)
Mr. K.T. Nkonde	(Zambia)
Mr. M.A. Tayeb	(Libya)
Mr. E. Williams	(Sierra Leone)
Mr. L. Lind	(ILO - Tanzania)

Country papers

Prior to the training course, each participant was invited to prepare a paper describing his country's vocational rehabilitation activities under the following headings:

(a) extent of the problem of disability;

(b) existing vocational rehabilitation services for the physically and mentally disabled in general (i.e. vocational assessment, guidance, training, employment, sheltered workshops);

(c) services for special groups (e.g. blind, deaf, mentally retarded, lepers, etc.);

(d) co-ordination of these services with health, social and community services;

(e) staff training;

(f) unresolved problems, particularly those related to management of rehabilitation centres and sheltered workshops;

(g) plans for the future.

Three sessions of the training course were devoted to the presentation and discussion of these papers. This proved to be a valuable exercise with many new ideas and suggestions being put forward for improving and developing vocational rehabilitation and workshop programmes for the disabled in African countries. (Copies of the country papers are reproduced as an annex to the report.)

Special studies at the Ethio-Craft Workshop, United Abilities Company and the Volunteer Rehabilitation Project for Leprosy Patients

With a view to providing participants with an opportunity to study the organisation, management and successful development of Ethiopian workshops for the disabled, special group studies were arranged on 23 and 24 October 1975. The composition of the three groups "A", "B" and "C" (indicated above) was maintained with the exception that three Ethiopian participants were nominated as group leaders at the three workshops visited, i.e.:

The Ethio-Craft Workshop - Ato Tedesse Tekle
United Abilities Company - Ato Endale Samuel
ALERT Volunteer Rehabilitation Project for Leprosy Patients - Sister Senkenseh Gebre-Mariam

Each group visited the three workshops in turn, one half-day being spent at each workshop. In order to facilitate the studies and to obtain relevant information through questioning of and discussions with the group leaders and workshop management and staff, the following outline was provided:

When visiting each workshop, each group should endeavour, through questioning of and discussions with the group leader and staff, to cover the following points:

(1) Trace the origin and development of the project (how it was planned and conceived);

(2) What market survey investigations were undertaken?

(3) What capital, staff and premises were required to launch it?

(4) How were staff recruited and trained?

(5) What type of production work was undertaken originally and why?

(6) Has the production work changed or expanded? If so, indicate how this was possible.

(7) What is the admission procedure for disabled persons entering the workshop? How many are currently employed (male and female, by type of disability)?

(8) How is the production work organised?

(9) Where are the raw materials and equipment obtained from?

(10) What tariff protection or tax concessions are granted to the workshop?

(11) What are the management procedures, including production scheduling and control?

(12) What profits is the workshop making and how are these utilised for further development?

(13) Describe the wage scheme operating.

(14) How are products disposed of?

(15) Are there plans for future expansion? If so, what are they?

(16) What supporting sources are provided by the workshop to the workers (e.g. housing, medical, canteen, social welfare, etc.)?

(17) To what extent do you feel that this project is applicable to other African countries?

The reports of the individual groups were as follows:

Report of group "A"

I. Special studies at the Ethio-Craft Workshop (23 October 1975)

Under the leadership of Captain Tadesse Tekle, the group was able to make a thorough on-the-spot investigation of the entire workshop.

The Ethio-Craft Workshop was established by an Ethiopian lady in 1966 from funds donated by government and voluntary agencies. (The government contribution was Eth.$678,000.) The intention was to provide vocational training to disabled persons and place them in the open labour market.

No formal or informal market survey was undertaken and sale of products largely depended on the goodwill and interest of those who knew of the project's aims and objectives.

Staff were recruited who showed interest and enthusiasm for the project and disabled trainees were admitted provided they were not under active medical care; had lived in Addis Ababa for at least five years and needed a job. The site for the workshop was selected in view of its popularity as a dwelling place for large numbers of disabled beggars. By 1969, the number of trained workers had grown to 200 and demand for the products had considerably increased. It had not been possible, however, to transfer many workers to the open labour market. It was, therefore, decided to develop the project as a craft production workshop, concentrating on those products (shamma cloth and rugs) which had a ready sale and which were made from locally produced materials.

Expansion of the workshop itself in recent years had been limited with the management concentrating on improving quality and quantity of the goods produced.

The present criteria for admission are the same as those stated above when the workshop was first opened.

Currently, there are 450 persons employed, including 221 disabled males, 108 disabled females and 121 able-bodied, many of whom were originally socially disadvantaged (destitute, beggars, orphans, etc.). The types of disabilities of the workers have not been enumerated, but many blind, crippled and deaf people were observed and identified.

The organisation of production work is carried out by:

(a) the manager;

(b) four supervisors; and

(c) a general foreman for each division.

Workers are assigned in groups, with each worker, in many instances, able to perform one or more operations - thus avoiding production bottlenecks when workers are absent through sickness, accidents, etc.

Raw materials (mainly wool and cotton) are purchased locally and most of the looms and other equipment are locally made. No tariff protection or tax concessions have been granted to Ethio-Craft.

Management procedures including production scheduling and control are channelled through:

(a) a general manager;

(b) a purchasing manager;

(c) supervisory staff;

(d) division foremen;

(e) a sales manager; and

(f) a general storekeeper.

Annual profits are minimal and needs are subsidised by government grants.

With regard to wages, all disabled persons, on entry, receive a monthly salary of Eth.$30. With training and experience, this could reach to Eth.$130, particularly for production-line workers.

All products are disposed of through the Ethio-Craft shop on the premises or through three other sales points. There are good export possibilities, also, which are being explored.

Expansion is being considered only in terms of building or workshop enlargement and improved quality and quantity of the products. The workshop manager is willing to introduce new products, provided there is an assured market, based on feasibility studies.

Ethio-Craft provides medical services on a first-aid basis at the workshop and also at a local hospital. A social welfare service is also provided.

All members of the group felt that similar workshops should be developed in other African countries, utilising local expertise and raw materials.

Observations

(a) The general layout of the workshop could be improved.

(b) Canteen facilities are required for the workers.

(c) Courses in business management need to be organised for staff as well as workers with management potential.

(d) The group wishes to commend the management and staff of the workshop for the remarkable work they are doing on behalf of disabled workers.

II. Special studies at the Volunteer Rehabilitation Project for Leprosy Patients (24 October 1975)

The project was started in 1970 by a volunteer lady as a means of providing employment for ex-leprosy patients and members of patients' families and the patients themselves. The project was conceived because the patients and ex-patients were not received back into society; nor was it possible for them to gain admittance to the various rehabilitation projects for other categories of disabled persons.

Before the project was started, no market survey investigations were undertaken. It was started on a trial-and-error basis. Later, volunteers came forward to help and also gave orders for some of the goods produced by the workers.

The project was started with no working capital. Donations and gifts were received from public-spirited people. It was administered by women, all non-Ethiopian, who worked in a volunteer capacity. These volunteers offered services and trained the staff on the job. Presently guiding the project are six ladies who work part or full time as unpaid managers, teachers and consultants. They co-ordinate the skills and work habits of the craftsmen to help them earn a living wage. Six volunteers work in the sales shop.

At present there are six staff members, four of whom are salaried. Plans are in hand to engage a full-time manager/accountant. Consideration is also being given to employing other staff.

Originally, weaving and sewing of Ethiopian dresses were started, as there was a ready market for them, and training required was minimal. Production has not changed much. Local skills and materials are fully utilised to produce a wide range of saleable items which appeal to a variety of tastes.

Expansion has been possible because of donations and the time and talents of volunteers, gifts the centre receives from the public and also through the sale of products at the cotton house and the Ethio-Craft shop. Visitors and tourists also buy their goods from the centre shop. The centre also participates in bazaars at Christmas time.

Admission is arranged on the basis of a medical report. Of the 90 employed, about 45 work in their homes. They collect supplies from the centre and return the completed work there. Further workers cannot be admitted until the centre is extended. Disability of those employed varies in degree and type.

In order to ensure continuous production, purchasing of raw materials is done in bulk. It is also cheaper to make bulk purchases at wholesale prices. Some of the raw materials used are:

(a) wool (this is obtained from a local wool factory);

(b) raw cotton (this is obtained locally, and the seeds are sold to a vegetable oil factory);

(c) embroidery thread (this is imported and colour-fast); and

(d) miscellaneous (other supplies such as needles, buttons, sewing thread, clips, acrylic yarns, cloth for lining, etc. are bought from the local market).

The centre is managed by volunteers, some of whom are teachers, supervisors, production and sales managers. Production scheduling is on a time basis and indicates to workers how much work must be completed within a given period. The various types of production schedules are:

(a) Stable. (This is the same for each time period, with knitters, for example, making a certain number of items each week.) (Spinning and knitting.)

(b) Rotating. (Items made under this kind of schedule alternate with new time periods.) (Carpet making, drawing embroidery.)

(c) Fluctuating. (This type of production schedule is used for isolated orders of either standardised or non-standardised items, e.g. cloth weaving.)

(d) Combination. (When two or more kinds of schedules are combined, e.g. as was noticed in the sewing room.)

The quality of work is controlled by the craftsman himself. External supervision is provided, however, to maintain quality standards. The workshop has not been making great profits. However, in 1974, the project took in between Eth.$58,000 to 59,000 - 92 per cent in sales and 8 per cent in gifts and donations. It spent slightly less than that amount - 53 per cent in salaries, 42 per cent in supplies and the remainder to cover operating costs, which are usually low. The project does not pay administrative salaries, and much of the work space is rent free. There was a profit of Eth.$600 which was reinvested in the project.

Most workers are paid by piecework method. This allows them to work in their homes and also helps the project to maintain its high quality standards. Some workers are being trained for management responsibilities and receive a salary in addition to their piecework earnings. The basic salary is Eth.$30 per month. Sometimes this basic salary is raised or lowered, depending on the production schedule.

Plans for future expansion are:

(a) a board will be established and a full-time manager;

(b) it is the aim of the project to be self-supporting;

(c) more people will be trained when sufficient accommodation is obtained;

(d) production of local and saleable products will be increased.

The workshop does not provide housing for workers. Once they have been patients, they continue to receive free medical attention from the hospital. Nurses pay regular visits to them in their homes and the workshop. Serious cases are referred to a medical officer.

Social welfare services are made available to the workers. They have their own community loan society. Counselling services, too, are provided through the social welfare.

Opportunities are offered to illiterates to learn how to read and write.

Leprosy is a disease found in all African countries and the group feels that similar projects should be initiated to help leprosy patients and ex-patients to sustain themselves and their dependants.

Observations

(a) The group feels that the manager should be appointed as soon as possible.

(b) The workers' salary based on a minimum of Eth.$30 should be raised.

(c) Since two-thirds of the workers operate from their homes under piecemeal arrangements, the group feels that some managerial adjustment should be made so that the workshop can be converted into a workers' co-operative.

(d) More attention should be given to developing sales outlets, both locally and for export.

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(e) The group felt that ALERT[1] organisation should become more involved in the rehabilitation of their patients.

(f) The group wishes to express its appreciation for the arrangements for their visit and congratulate the centre staff and particularly the volunteers on their dedicated efforts.

III. Special studies at the United Abilities Company workshop (24 October 1975)

The company was started in September 1964 with initial capital of Eth.$80,000 and employed 27 disabled persons. Land and premises were provided by the Government.

The company recruited skilled and unskilled disabled workers from various sources, e.g. the local deaf and blind centres, but many were self-referrals and former beggars on the streets of Addis Ababa.

Originally, umbrellas were assembled from imported finished components.

As part of the expansion programme, manufacture of umbrella components was eventually undertaken (plastic handles, metal frames) and in 1972/73 a dry cell battery manufacturing plant was established, adjoining the umbrella factory. This expansion programme was possible from profits earned from the sale of umbrellas, grants from the rehabilitation agency, donations, and also from loans and overdraft facilities from the banks.

The admission procedure is processed through the company's personnel and social welfare department. The number of workers currently employed, according to types of disabilities, is as follows:

Disability	Male	Female	Total
Blind	54	26	80
Crippled	142	38	180
Arm amputees	24	1	25
Deaf	39	22	61
Multiple	14	3	17
Miscellaneous	5	3	8
Able-bodied	22	4	26
Totals	300	97	397

Top management prepares the production programme, such as the annual production target. Anticipated production from each factory, each department and each individual is prepared and distributed. Periodic follow-up is carried out to check control and amend (where necessary) production targets.

Raw materials are imported and equipment is mainly of Japanese origin.

Tariff protection is provided for umbrellas and similar protection is being sought for dry cell batteries.

The management consists of:

(a) a board of directors (the policy-making body);

(b) a general manager (the executive officer of the board);

(c) two deputy general managers (one in charge of the operation and technical matters for the dry cell battery plant and the other in charge of finance and administration at the umbrella plant.

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[1] All-African Leprosy Rehabilitation and Training Organisation.

Production scheduling and control are planned and implemented through established factory management procedures.

Profits are ploughed back into the company with a view to creating more employment opportunities for disabled persons.

Salaries and wages are established according to job content, but increments are awarded as follows:

(a) after a successful probationary period;

(b) for good individual work performance; and

(c) as flat rates agreed upon by the labour union and the company.

The minimum salary is Eth.$39 per month.

Sales and marketing of products are effected through subcontract arrangements (Ethiopian National Distribution Agency) but limited quantities of products are also sold in the company's sale shop at retail prices.

As illustrated by the establishment of the dry cell battery plant, it is the company's main objective to expand the present operations and establish new projects whenever additional funds are available.

The services offered by the company to its workers include:

(a) assistance in finding accommodation through the social welfare department (housing is not provided by the company);

(b) free medical treatment for workers and their families at an Addis Ababa hospital. The company pays 50 per cent of treatment expenses at other hospitals; it maintains a fully equipped clinic and provides a medical check-up service three to four times per week through a visiting doctor;

(c) canteen building and facilities, but meals are organised by the workers themselves;

(d) a qualified social worker who provides guidance and counselling on family, educational, legal and other problems; and

(e) a social security fund available to all workers of the company.

The group felt that similar small-scale industry projects could be recommended for other African countries but only after a careful feasibility study had first been made.

Observations

(a) the group felt that the layout of the factory (particularly in the frame department) could be improved to facilitate freer movement of workers and materials;

(b) there appeared to be a considerable wastage of some materials;

(c) future expansion should take into account the need to establish similar factories in other parts of the country;

(d) there was a lack of safety measures relating to operations which involved health hazards (e.g. battery dust, fumes, etc.).

Report of group "B"

I. Special studies at the United Abilities Company (23 October 1975)

The United Abilities Company is a business organisation whose primary objectives are:

(a) to create employment opportunities for disabled people; and

(b) to train the disabled to be productive and self-reliant.

The United Abilities Company was established in September 1964 with 27 disabled beggars who were recruited from the city streets. Initially, they were trained in the assembling of umbrellas from imported components. The initial capital of the workshop was Eth.$80,000. The amount covered the cost of fixed investments on the machinery and raw materials required. Land and premises were, at first, provided by the Government.

As the trade was new to the country, the company obtained the services of two Japanese experts who installed the machinery and trained the staff on the job. An Ethiopian was later sent to Japan for further training. After six years of operation, there was a change from mere assembling to a complete manufacturing process. This was possible, mainly due to availability of more funds and new machinery for manufacturing components which had previously been imported. This meant more employment for the disabled and brought the total number of disabled people employed to 286. At that level of employment, production and profits increased.

In view of this, the management was able to expand the company's activities into sideline productions. Accordingly, a complete feasibility study was made on the possibility of manufacturing dry cell batteries. The company obtained Eth.$1 million as the initial capital for the purchase of machinery, etc. In addition, the company had $500,000 for running costs. The capital was mainly from the profits accrued, overdraft facilities and the AID Bank and a large grant from the rehabilitation agency.

The machinery was bought from Japan and the raw materials from various countries, including Japan and West Germany.

Unlike the umbrella plant, the dry cell plant recruited more qualified people such as technicians and electricians. There are also more standardised quality and process control measures. Unlike the umbrella plant, there is no tariff protection in the dry cell battery plant.

The management of the company consists of a board of directors who deal with policy matters, the general manager, and two deputy managers, one for finance and administration and the other who deals with technical aspects. There are also a chief of factory, supervisors and section heads.

The salaries have been assigned for each job. When employees are first recruited, they earn a fixed basic salary. After a probationary period of three months and depending on the worker's performance and type of job, he may move to a higher salary scale.

Distribution

The company has a distribution system, mainly through the Ethiopian National Distributors, who sell the products to wholesalers and likewise, the wholesalers to retailers. There is also a limited selling by the company's shop.

Services provided

The company provides the following services for the workers:

(a) medical;

(b) canteen system (run by the Workers' Association); and

(c) three social workers (serving both at the factories and at their homes).

The company has future plans for expansion. Then there will be an opportunity to employ more disabled people.

Records

Records such as a daily output record card, raw materials store cards, cost statements and the like are also well kept at the factory.

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Observations

This project could be applicable to other African countries in various forms, depending on each country's needs and available resources. However, it is strongly recommended that a thorough feasibility study be undertaken before any small-scale industry workshop for the disabled is established.

II. and III. Special studies at the Ethio-Craft Workshop and ALERT Volunteer Rehabilitation Project for Leprosy Patients (24 October 1975)

Basically, both the Ethio-Craft and ALERT projects were started with the aim of providing employment to handicapped people by using local materials and skills. Equally important, they were both started by two dedicated and highly motivated ladies, who had no technical or social work backgrounds.

In the case of Ethio-Craft, a social worker was employed in 1967 and started recruiting destitutes from the city streets. Thirty people were first selected for the project. Recently, Ethio-Craft is employing 450 people of whom 329 are disabled men and women, while at ALERT four groups of people are benefiting from the scheme as follows:

(a) 62 village spinners and weavers;

(b) 90 craftsmen;

(c) 12 village crocheters; and

(d) 28 rehabilitation groups.

The workers at Ethio-Craft were recruited on the understanding that:

(a) apart from disability, they should be healthy and free from contagious disease;

(b) they must have lived in Addis Ababa for five years or more; and

(c) they must be destitute.

Unlike Ethio-Craft, the workers at ALERT are ex-leprosy patients and some are members of patients' families. There are also some poor people from the neighbouring villages who came to seek a means of earning a living.

The initial financing of Ethio-Craft came from the contributions of the local people, the Government and non-governmental agencies. In the course of time, the volunteer founder at ALERT donated Eth.$200 to help buy the necessary production materials for the project. At that time the finished products were sold to people within her circle of friends.

At Ethio-Craft, marketing of finished shamma cloth and carpets had the guaranteed assurance of highly placed individuals in the country. At present, the Ethio-Craft project sells its finished products through its own established shops, whereas ALERT sells its products through the Cotton House in the city, its own shop at the centre and the Ethio-Craft shop.

There was no proper staff recruitment at either place at the beginning but at ALERT volunteers offered services in running the project. There are presently a dozen volunteers working there.

The staff at Ethio-Craft, which includes the manager, chief accountant, social workers, production manager, chief administrator and the purchasing officer, are all government employees under the rehabilitation agency.

Production at both places has expanded, but production lines have not changed. This has been possible owing to the fact that more people have been recruited and also the availability of more funds. The coming into being of the rehabilitation agency in 1971, which also took responsibility for Ethio-Craft, made the annual budget for the place possible.

The workers at Ethio-Craft have a fixed wage scale system according to entry point, whereas at ALERT, most workers are paid by piecework. However, some workers receive a salary in addition to their piecework earnings.

At both places the material and equipment are locally obtained. There is no tariff concession at either place.

The two projects have promising future plans. ALERT has funds from the Swedish Save-the-Children Fund which will be used to pay for a full-time manager and a part-time accountant. At Ethio-Craft, there is ample space for expansion of buildings. There is also provision for more workers to be recruited from the reception centres already established.

Plans are equally under way to find more market outlets for the finished products, particularly outside Ethiopia.

Report of group "C"

I. Special studies at the Volunteer Rehabilitation Project for Leprosy Patients (23 October 1975)

From discussions held and information received at the centre, the following was ascertained:

That the project originated in 1970 from the efforts of a volunteer, a doctor's wife, whose aim was to provide an income for destitute women by teaching them a marketable skill. The women were taught sewing and embroidery which they sold, thus earning money to meet their needs.

It is believed that no market survey was done but that they worked on an individual order system.

There was no capital investment as such but the volunteer founder began the project on her own in one small classroom. She was assisted by two other volunteers.

As regards the recruitment of staff, the project has relied entirely on volunteers who work part or full-time as unpaid managers, teachers and consultants. It has been decided however, that in the near future, a paid business manager-cum-accountant should join the staff. A grant from an organisation in Scandinavia "Save the Children" will be allocated for two years to pay his salary.

Originally production mainly covered embroidery because these goods had a ready market and were based on local handicraft material. Products reflect a blend of modern design and traditional Ethiopian styles.

Production has expanded because the products are of high quality and have had a ready market. Products are varied to adopt the changing demands of the local market, but the main areas of production are:

- hand-woven rugs and tapestries;
- knitted and crocheted items from handspun cotton;
- hand-woven cotton fabrics;
- embroidered cotton clothing;
- towels, table linen, purses and other accessories;
- stuffed toys;
- baskets.

Regarding admission procedure all are referred by ALERT (doctor and social department). It was revealed during discussions that doctors refer some patients to the centre and all attend on an out-patient basis. The social welfare worker is usually contacted to make sure that they are leprosy patients from ALERT (All-Africa Rehabilitation and Training Centre) based at the Princess Zenebeworq Hospital, Addis Ababa) and that they have no source of income. Out of a total of 90 workers, 60 are females, 30 are males. Twenty per cent are severely handicapped, 75 work at home and 15 at the workshop. These figures relate only to workers under the first group of volunteers.

Production is based on sales.

As regards the supply of raw materials, they are all purchased at Merkato (the local market).

In connection with wages, workers are generally paid piece rates. Each piece of work is paid for according to its quality. No payment is made for faulty work. Signatures are required for work taken home and returned. Material is weighed on issue and return.

During 1974, receipts totalled approximately Eth.$59,000 (92 per cent in sales and 8 per cent in gifts and donations). Profits amounted to Eth.$600 and were re-invested in the project. Salaries accounted for 53 per cent of expenditure, supplies 42 per cent, and the remainder, operating costs.

Some six workers who have some supervisory responsibility are paid a small salary in addition to their piecework earnings.

There are three sales points for the products - the Cotton House in Addis Ababa (sales-on-commission basis), the Ethio-Craft shop (no commission) and the shop on the workshop premises.

Whilst there are tentative plans to export products, there are also definite plans based on local markets. If the market becomes more profitable, the workshop will consequently be expanded.

The hospital provides free medical services for the workers and their families. Baby food bought from a local welfare organisation (FAFA) is sold to them at cost price. Free advice on maternal and child care is given to mothers in their own homes. Workers pay their own rents and there are no canteen facilities provided, since workers live within easy reach or at their homes.

The group congratulates the director and his staff on their dedicated efforts and wishes them continued success in this humane work.

II. Special studies at the United Abilities Company and the Ethio-Craft Workshop (24 October 1975)

The umbrella and dry-cell battery factories of United Abilities Co., situated on the southern outskirts of Addis Ababa, are attracting the attention of many African States. The umbrella plant, the story of which is told in the UN/ILO film "The Umbrella Man", was the brainchild of an ILO expert, Mr. Edgar Marland. Whilst working in Ethiopia in the mid-1960s, he noticed that there was a universal, all-the-year-round demand for umbrellas which were used against the rain, the sun and at church ceremonies.

This was not the case with the Ethio-Craft Centre - for with this centre and the dry cell battery plant, the origin in each case is seemingly more gradual than innovative. There were many disabled people in Addis Ababa who needed rehabilitation, and it was not until the mid-1960s that government attention was focussed on the huge problem. In 1966 a woman volunteer launched the Ethio-Craft Centre on the outskirts of Ethiopia about seven kilometres east of the capital. It was housed in a small rented building and the number of workers initially was 30. This is the origin of the Ethio-Craft Centre, while the dry cell battery plant was started because there were no other such factories to supply local needs in this field. Whatever the side-needs were, the main objective was to provide employment for disabled people.

Three Ethiopian technicians were sent to Japan for training and on their return worked side-by-side with two Japanese experts who had come to install the plant. This is how this project emerged, with capital obtained from profits of the umbrella factory, grants from Government and bank loans.

As indicated above, there was little need for a market survey in respect of umbrellas. The ILO expert himself knew little about the assembly of umbrellas, and the factory would not have succeeded had it not been for his simple but logical initiative in buying an umbrella, dismantling and reassembling it. The lady who started the Ethio-Craft Centre had managed to convince some neighbours that her products were worth buying. This was the extent of the market survey and in those days it sufficed. This was, however, not the case with the dry cell battery factory, whose market survey revealed a total consumption of 3 million units a year.

On this figure production was based. It is worth mentioning that the factory needed an initial capital of $1 million to launch it and Eth.$500,000 for running costs. This is as opposed to the umbrella factory which was started with capital of Eth.$80,000, in equal instalments of $40,000 and equivalent to US$32,000. The Ethio-Craft Centre operated purely on donated funds by government agencies and totalled Eth.$678,000.

If by staff we mean shop-floor workers, disability was the main qualification for entry - mainly disabled beggars taken from the streets for the umbrella factory. The Ethio-Craft Centre followed a similar pattern except that their criteria for admission were:

- free from contagious disease for five years;
- resident in Addis Ababa; and
- in need of a job.

As for the dry cell battery factory, a similar, though not exactly the same pattern was followed.

Except for a few parts, all umbrella parts were at first imported. It therefore followed that production, in the absence of local material and trained manpower, simply started by sewing together and assembling all necessary parts to form an umbrella. As for the Ethio-Craft Centre, production started with the making of "shamma" cloth and carpets. There was a good market for these products and all materials used could be obtained locally. The dry cell battery was a purpose-built factory which could not start operating until the specialised plant had been installed.

Production in the umbrella factory has changed. There has been a significant expansion as a result of installation of new machinery. Spacious premises were bought and the labour force increased, resulting in increased production, hence more profits. All these achievements were made possible during the first five to six years of operation. It is important to stress here that all these favourable changes have been a result of profits made during the said period. This, however, has not been the case with the dry cell battery factory where no changes have occurred yet in terms of production. It would seem that automated production gives little or no room for expansion although the production belt has been modified on more labour-intensive lines. As for the Ethio-Craft Centre, the manager was able to inform us that production of the two main products, namely shamma and carpets, has not changed substantially except that weaving of various types of cloth has been developed. To mention a few - coat cloth, shirting, bedspreads, etc.

In the umbrella factory, the admission procedure is concurrent with the availability of a vacant place, yet taking into consideration the capabilities of the handicapped client. This is done by the company's social welfare department who keeps records of all applicants. Age is another factor determining entry to the factory. A total of 397 persons (97 females, including four able-bodied; 300 males - 22 of whom are able-bodied) are currently employed by this factory. The handicapped employees comprise those with multiple handicaps, physical deformities, amputees and blind or partially sighted. As for the Ethio-Craft Workshop, intake of clients is arranged through the rehabilitation agency. This is done after consultations with the manager as to the availability of a place. In this connection, 221 disabled male workers and 108 disabled female workers totalling 329 are currently employed. There are also 121 able-bodied workers, many of whom were originally destitutes, beggars or orphans, etc.

NOTE: The employment figures regarding the umbrella factory include those employed in the dry cell battery plant.

In the umbrella factory and the dry cell battery plant, production is organised by the manager, together with his foremen and supervisors (one chief, two foremen and four supervisors). This is the same with production organisation at the Ethio-Craft Workshop, except that in their case there is no factory manager. However, one manager is responsible for the entire production and another for the purchase of raw materials.

Equipment for the umbrella and the dry cell battery factories comes from Japan and raw materials from Japan, Czechoslovakia, China, India and Italy. But as for the Ethio-Craft Centre, most if not all, raw materials are locally obtained. It is worth mentioning here that only when they run short of locally available white wool is it necessary to import this material.

The umbrella factory has a tariff protection; the dry cell battery and Ethio-Craft Centres have no such protection. (A sum of Eth.$3 is levied by Government on any imported umbrellas. This is to discourage importation of umbrellas when they can be obtained locally.)

A board of directors formulates policies for the umbrella and dry cell battery factories. Such policies provide for a sound and efficient administration. The factory manager is also a member of this board. The manager, in consultation with his production assistants, schedules production tables in line of course with demand. This process is similar to that employed in the Ethio-Craft Centre, except that there is no board of directors responsible to the rehabilitation agency.

The umbrella and dry cell battery factories are profit-making institutions. Profits from both industries will be to establish other small-scale industry factories and hence create more employment opportunities for the disabled. This is not the case with the Ethio-Craft Centre which makes only minimal profits; hence there are slim chances for its further expansion or development. Its survival is purely dependent on subsidies from the Ministry of National Community Development and Social Welfare.

The umbrella and dry cell battery factories, like the Ethio-Craft Centre, have in common a fixed wage rate. At Ethio-Craft the wage range is Eth.$30-130 per month. The umbrella and dry cell battery factories' wage rate for shop-floor workers varies from Eth.$50-95 per month, flat rate.

At the umbrella and dry cell battery factories, products are disposed of through the Ethiopian National Distributors, while the Ethio-Craft Centre has its own shops without government or private distributing agencies.

In the umbrella and dry cell battery factories plans for future expansion, it is hoped to introduce a shift scheme rather than building expansion; as for the Ethio-Craft Workshop, there is need to expand on the buildings, shops and possible labour force.

Apart from free medical services, there are few supporting services provided by Ethio-Craft to its employees. There is no canteen provided but a permanent qualified social welfare officer is employed. In this field the umbrella and dry cell battery factories are better equipped in that: (a) management helps to find council housing facilities for its employees; (b) free government medical service is provided and where payment is required, management pays half of the bill. A canteen is run by a well organised association of workshop employees and provides services to all members who contribute a dollar every month. This association also undertakes funeral arrangements, mutual aid assistance, etc.

Lastly, all members of the group felt that, the umbrella factory was more applicable to other African countries than the other factories. This was felt so because firstly, in this modern world of industrial development, many governments want to see institutions for the disabled which are free from heavy government subsidies and are self-reliant. Secondly, that such factories are not very common in many African countries and therefore would provide excellent markets for small-scale industry products. The group also felt that the simple training techniques developed in the umbrella factory were less costly than the more formal training courses usually provided for disabled persons.

Training course certificate

A certificate was presented to each participant at the formal closure of the training course on 31 October 1975 by His Excellency Ato Tadesse Terefe, Minister of Labour and Social Affairs.

CHAPTER III

FINAL CONCLUSIONS OF THE TRAINING COURSE

The following conclusions were unanimously adopted by participants at the review session of the training course on 31 October 1975. They take into account the objectives of the training course and the ideas and suggestions put forward by the participants in group and plenary discussions.

A. The problem of disablement in African countries

1. Based on UN and WHO estimates, the number of physically and mentally disabled persons in African countries accounts for 10 per cent of the population, or some 30 million people. Blindness, deafness, crippling conditions due to accident or disease, leprosy, tuberculosis, mental retardation and mental illness are the main causes of disablement; the numbers are increasing at an alarming rate owing to rapid population growth, wars, natural disasters (such as drought and floods), malnutrition and the increasing tempo of life in towns and cities. The majority of the disabled could be rehabilitated or trained to do useful work, thus contributing to their own, their families' and their own countries' well-being; but vocational rehabilitation services in many African countries are very limited indeed, covering in many instances, only a few thousand of the disabled population each year.

2. The enormous cost of providing various kinds of medical, social and welfare support for the disabled is reflected in increased public budgets or in hidden costs of extended family care and family dependency.

The participants of this training course wish to stress most emphatically that the disabled have the same responsibilities as others for work and should not have to rely on others for support. They should have the chance of engaging in productive work whether it be in open or sheltered employment or work on their own account. The disabled must be thought of as part of the general population entitled to the same rights, privileges, services and consideration as others. They are not second class citizens. Development plans should take these factors into account and every effort made to develop the necessary services to ensure that disabled citizens are rehabilitated for and integrated into the active social and economic life of their country.

B. Co-ordination of services

3. Many vocational rehabilitation services for the disabled in African countries have been planned and developed on an individual basis by particular ministries or voluntary organisations. With a view to widening the scope and effectiveness of these services and to make the fullest possible use of limited resources and trained personnel, it is imperative that African countries should develop their rehabilitation services on a closely co-ordinated basis both at local and national level. This can best be achieved through the medium of a national rehabilitation board or council for the disabled on which all interested ministries, voluntary organisations, employers and trade unions are represented.

C. Production and sheltered workshops for the disabled

4. In African countries, particularly those which have high levels of unemployment, "employment-creation" projects such as sheltered/production workshops should be a main feature of resettlement programmes for the physically and mentally handicapped. Governments should give high priority to promoting new workshops as well as supporting existing workshops run by voluntary organisations. Every effort should be made, through careful planning and sound management, to ensure that such workshops are economically viable, such as the small-scale industry workshops for the disabled established in Ethiopia.

5. Prior to establishing sheltered/production workshops for the disabled, it is essential to undertake a careful feasibility study. Such a study should take into account the following:

(a) what product or products were suitable for manufacture, with particular reference to marketing possibilities and availability of local raw materials, equipment and labour;

(b) sources of finance available and capital required for establishing and developing the workshop;

(c) accessibility of the workshop in relation to disabled workers, good road and rail communications;

(d) availability of land and/buildings;

(e) availability of water and power;

(f) alternative sources of production, such as subcontract work from local firms and government departments;

(g) availability of trained management, instructors and other staff;

(h) careful study of the production process to facilitate selective placement of. disabled workers on labour-intensive lines;

(i) every possible cost that might affect the trading position;

(j) availability of essential supporting services (educational, social, medical, industrial and commercial); and

(k) possibility of obtaining protection for the products in the form of tariff concessions and tax exemptions.

6. The success of a production workshop for the disabled will depend to a large extent on correct product selection and development. This may include:

(a) an analysis of the local market demand;

(b) an estimation of possibilities for export;

(c) a survey of local indigenous materials;

(d) a survey of bureaucratic procedures which constrain export-import; and

(e) an estimation of the physical/mental capacities and vocational skills of a sample work population.

7. The establishing of a product and process development service or group is essential once managerial goals and manufacturing objectives have been clearly defined. At the outset, and particularly in the case of small workshops, the workshop manager or one of his staff should take responsibility for such a service, making contact with various business organisations, agencies, etc. The eventual aim, however, should be to form a group of specialists (on manufacturing processes, marketing, ergonomics, systems design, the consumer sector, personnel and finance questions) and to advise the workshop (or group of workshops) on all production planning and development problems. Such a service or group could also advise on product selection, adaptability of the workshop in relation to current and future demands as well as comparing objectives and criteria for product manufacture in the short, medium and long-term horizons. The possibility of utilising existing expertise likely to be available in industrial estate facilities should also be considered.

8. Production scheduling and control measures are vital for the successful development of any workshop for the disabled. They should include:

(a) preparation of sales forecast (i.e. demand);

(b) budgetary estimates for production, material, personnel purchasing and other requirements; and

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(c) a regular feed-back of information from the shop floor to ensure that corrective quality and quantity control measures can be applied in good time.

9. Industrial engineering principles are an important tool of management in helping to improve layout techniques for equipment and services in production workshops for the disabled. Their application can also result in improved operating methods through small tool, equipment and stores control, and help avoid production stoppages through effective maintenance procedures.

10. At the early planning and development stage of a production workshop, every effort should be made to ensure that:

(a) the workshop is accessible to disabled workers;

(b) the design and construction of the workshop building provides for the elimination of architectural and environmental barriers adversely affecting the employment of disabled personnel;

(c) there is proper placement of machinery;

(d) there is sufficient space between machines, work benches, etc. to facilitate movement of disabled workers (particularly blind persons and wheelchair cases) and transportation of materials;

(e) there is easy access of materials, control switches, etc. to disabled workers;

(f) there are moveable workshop partitions to allow for any subsequent reorganisation of workshop sections, particularly when new types of production work are introduced; and

(g) special attention is paid to safety measures in the workshop, particularly guarding and adaptation of machines.

11. The introduction of a task analysis system which helps to break down an assembly or manufacturing process into a number of simple operations should be considered in all workshops. This can open the way to employing larger numbers and more varied categories of physically and mentally disabled workers.

12. Serious consideration should be given to developing the homogeneous production group system in workshops for the disabled. Such a system (which provides for small groups of persons working together to make part or all of a particular product, rather than dividing the work up according to machine processes or production lines) has many advantages, not the least of which is that it allows workers to take more responsibility for production, thus giving them a sense of pride and feeling or involvement in the over-all production process. The system also helps to avoid monotony and inculcates a sense of self-discipline and team-work. It also provides an opportunity for training workers in more than one operation or process; permitting interchange of jobs and helping avoid bottlenecks in production when some workers are absent through sickness or other causes.

13. A continuous programme of maintenance for machinery, tools and other equipment must be established in all workshops for the disabled. This can best be achieved through the introduction of a maintenance schedule based on a production equipment register. To ensure that maintenance is undertaken at the correct time, a two-box card/file system - one giving plant and equipment details, available spare parts, etc., and the other arranged on a daily activity basis - should be developed. As most maintenance operations involve simple cleaning, repair and servicing tasks, a full-time maintenance engineer is not required in small workshops. Effective maintenance of machinery, tools and other equipment facilitates the introduction of shift work, thus increasing production and job opportunities for more disabled workers.

D. Employment schemes for leprosy patients

14. All countries should endeavour to eliminate the main obstacle likely to be encountered in rehabilitating and employing leprosy patients, i.e., the lack of understanding of the disease on the part of the general public, with the resultant stigma and prejudices leading to segregation of leprosy patients from the rest of the

community. It is suggested that this can best be achieved through carefully prepared, well-balanced and factual information programmes aimed at removing stigma and prejudice and to convince the public that leprosy is curable and not highly contagious.

15. Every effort should be made to integrate recovered leprosy patients into rehabilitation centres and workshops established for other disability groups. If this proves impossible, attempts should be made to encourage able-bodied and disabled people to take part in the day-to-day life and activities of leprosy settlements. This is being tried out with some success in Ethiopia, where sharing of common services, e.g. water, co-operative land settlements, food supplies, social services, workshops and markets is accelerating the integration process.

16. The practice in some African countries of providing treatment to leprosy patients in general hospitals is fully supported and should be extended to all countries. Conversely, the admission of non-leprosy patients for treatment at specialised hospitals should also be encouraged. The research and medical work carried out by the All-African Leprosy Rehabilitation and Training Organisation (ALERT) was appreciated. It was felt, however, that ALERT and other similar organisations should put more emphasis on the vocational and social aspects of the rehabilitation of leprosy patients in order to attain a higher degree of success in their endeavours.

17. Leprosy patients should avoid occupations which might result in injury to insensitive hands and feet, particularly those jobs involving heat, working with sharp tools, etc. The agricultural and rural craft sectors are likely to offer the best form of resettlement for leprosy patients, particularly poultry and pig-raising, weaving, spinning, sewing, carpet and rug making. Much more attention should be given, however, to vocational assessment, job selection and provision of proper tools.

E. Employment of the deaf

18. The problem of communication is the greatest single obstacle to placing deaf people in normal employment. To help overcome this problem and with a view to widening the employment horizons of deaf people, the following actions should be taken:

(a) training of supervisors and instructors in the use of sign language;

(b) greater use of visible rather than audible signals in workshops;

(c) greater concentration on the pre-vocational preparation of deaf children, including provision of hearing aids;

(d) development of literacy, social integration, vocational guidance and training courses for deaf persons;

(e) training of special placement and technical staff (such staff should not only assist deaf persons in finding jobs, but should also help them overcome communication problems at their places of work, particularly throughout the induction period and through an active follow-up programme); and

(f) a public information campaign to convince employers of the good employment potential of deaf persons.

19. In many countries, it has been customary for deaf persons to be employed in noisy jobs in the textile, printing and other industries. It should be remembered that noisy conditions may aggravate the condition of those suffering from nerve deafness. In any case, the widest possible range of employment in the professions, commerce and industry should be considered for deaf persons (as indeed for all disabled persons) in line with their training, aptitudes and abilities.

F. Employment of the blind

20. The fullest possible integration of the blind into normal social and working life should be the main objective of rehabilitation programmes serving this group of disabled people. Actually, however, it is essential to provide special training and orientation courses for the blind, including the use of braille, activities of daily living, mobility, and provision and use of special tools.

21. In African countries with high levels of unemployment and underemployment, where limited opportunity may exist for integrating the blind into normal industry, commerce and agriculture, their employment in sheltered or production workshops together with sighted persons should be considered. The Ethiopian experience has shown that by breaking down the production process into simple operations in workshops for the disabled, and by employing sighted persons alongside the blind in those operations, this allows for greater numbers of blind workers to be employed and widens their range of employment activity.

22. As in the case of other disabled groups, the widest possible range of employment opportunities should be considered for blind persons. In African countries, the blind are successfully employed in a wide variety of professions and occupations, including teaching, physiotherapy, administration, religious instruction, agriculture, rural craft work (weaving, carpentry, carpet and basket making), telephone operating, stenography, blind placement work, etc. In rural areas of Africa, the blind, together with sighted members of their families, have been successfully integrated in land resettlement schemes based on small farming and subsistence agriculture. As most of the blind in Africa live in rural areas, it is felt that high priority should be given by governments to the further development and expansion of such schemes.

G. Rehabilitation and employment of the mentally ill

23. Rehabilitation services for the mentally ill in African countries are very limited indeed, and much higher priority needs to be given by governments to providing resettlement opportunities for this group of disabled persons. It is not generally recognised that, in numerical terms, this group presents one of the largest single rehabilitation problems and is likely to increase substantially in the years ahead.

24. Social readjustment and vocational preparation of the mentally ill should be co-ordinated with medical rehabilitation. In the case of long stay patients, the rehabilitation process should be a gradual one, until they are stable enough and sufficiently readjusted socially to face up to normal living and working conditions.

25. A combined team of psychiatric social worker, psychologist, psychiatrist, nursing staff and placement officer should assist in the planning and implementation of rehabilitation programmes for the mentally ill.

26. A production workshop and agricultural training unit attached to or associated with a mental hospital can help considerably in preparing and training patients for transfer to outside rehabilitation facilities, open or sheltered employment. The provision of intermediate arrangements, such as agricultural schemes, "halfway houses" or special hostels should also be considered to help the patient bridge the gap between hospital and full resettlement in the community.

H. Rehabilitation and employment of the mentally retarded

27. As in the case of the mentally ill, rehabilitation services for the mentally retarded in African countries are very limited indeed. Vocational rehabilitation of the mentally retarded should be accorded higher priority. The rehabilitation of this group, which should give special emphasis to training in activities of daily living, is often a long process, involving much patience and "over-learning".

28. Parents and the community as a whole should be involved in the "normalisation" process for mentally retarded persons. Training for subsequent employment in simple repetitive work (packing, assembling, etc.), supervised group work in parks, orchards and other horticultural and agricultural activities offer suitable resettlement opportunities for the retarded. The modular system of training is particularly relevant to the mentally retarded.

I. Employment of disabled persons through co-operatives

29. Employment through co-operatives could offer a good avenue of resettlement for disabled persons, both in urban and rural areas, and should be developed by African countries within the context of their national development programmes. This would first necessitate training in co-operative principles.

30. Consideration should be given to integrating disabled persons into existing co-operatives for the able-bodied and also helping the disabled to form their own co-operatives. Initially, however, it would be preferable to adopt the first (i.e., integrated) approach for the following reasons:

(a) the co-operative movement works on principles of equality of membership and there is no segregation of members;

(b) integration of the disabled and able-bodied in the same co-operative helps to reduce negative attitudes on both sides;

(c) the correlation of ideas and skills of the disabled and able-bodied would be of great benefit to the co-operatives.

31. The possibility of converting existing urban-based sheltered and production workshops into co-operative-type establishments should be considered. This could help to improve profitability and also lead to increased self-reliance of disabled workers who would be playing a positive role in running the project.

32. In rural areas consideration should be given to employing disabled persons in co-operative-type projects in agriculture and related activities, such as:

(a) animal husbandry;

(b) poultry-raising;

(c) bee-keeping;

(d) pig-keeping;

(e) agricultural implement making and repairing;

(f) fruit and vegetable growing; and

(g) preservation of fruits and vegetables.

J. Vocational training of the disabled

33. The introduction of the ILO-sponsored system of modular training (embracing modules of employable skills) in training programmes for disabled persons in African countries should be seriously considered for the following reasons:

(a) th[illegible]ystem allows for greater numbers of disabled persons to be trained for skilled, semi-skilled and unskilled work, thus opening the way to greater employment opportunity for the disabled;

(b) whereas under traditional forms of training, entry is often limited to persons who have attained a certain level of education, under the modular system, training can be provided in a limited as well as a full range of operations in a particular trade;

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(c) the system provides greater opportunity for integration of the disabled into training classes provided for the general population;

(d) it encourages employers to employ disabled persons in well defined areas of employment, consistent with the training they have received;

(e) it permits a more rapid through-put of trainees in vocational centres when courses of long duration are replaced by shorter, more intensive courses under the modular system;

(f) the system is flexible and applicable to all trades - industrial and agricultural - and to all groups of disabled persons;

(g) it allows for further training and the acquisition of additional skills;

(h) it encourages the introduction of tne homogeneous production group approach.

K. Resettlement of the disabled in rural areas of Africa

34. The vast majority of Africans, including the disabled, live on the land. It is undesirable to encourage movement of people to urban areas, and it is imperative that rural rehabilitation and resettlement facilities be established and developed for the rural disabled. There are many obstacles to be overcome, however, in providing such services, not the least of which are:

(a) ignorance (stigma and prejudice);

(b) mistaken attitudes (over-protection);

(c) lack of basic health and welfare services;

(d) illiteracy;

(e) lack of transport facilities;

(f) shortage of trained personnel; and

(g) lack of funds.

35. Rehabilitation services for disabled persons in rural areas should concentrate on reintegrating these persons into the active life of the rural community, leading to the fullest possible economic and social independence. Particular attention should be paid to providing diversified training embracing some of the varied jobs a rural worker is expected to perform, e.g., animal husbandry, simple tailoring, maintenance of homes, crop raising, cottage industries and handicrafts, etc. Attention should also be paid to activities of daily living as well as literacy, hygiene and civic education. Rehabilitation facilities should not be on a higher plane than those to which the disabled person is accustomed to in his community. Full involvement of the community and family should be sought.

36. Several avenues of resettlement for the disabled in rural areas are suggested:

(a) individual home settlement - this should be the most usual form of resettlement, following completion of a course at a rural rehabilitation centre on the lines described above;

(b) special farm settlements - these are particularly appropriate for the blind and displaced disability groups and have been developed successfully in several African countries (e.g., Zambia, Malawi, Uganda). The success of such family resettlement schemes depends to a great extent on the industriousness of the disabled, the full support of their families, government financial and material support (until full independence is achieved) and the resourcefulness of the scheme's management;

(c) co-operative farms and villages - these have the advantage not only of providing resettlement for the disabled in their own environment, but also of affording them the opportunity of full integration and some experience of farm management. Tanzania provides a good example of this type of resettlement in that trained disabled persons have access to the 7,000 Ujamaa (socialist co-operative) villages;

(d) sheltered employment - many rural activities and industries offer excellent opportunities for the development of sheltered employment projects in rural areas. These include fruit and vegetable packing, carpet and rug making, rural carpentry, leather work, tailoring, wool processing, tobacco processing, etc.;

(e) open employment - this would include many of the outlets mentioned above to which could be added poultry rearing, chicken sexing, repairing and upkeep of farm equipment, administrative work in co-operatives, fertiliser packing and distribution, tree planting, etc.

37. Governments are urgently requested to take positive action in developing vocational rehabilitation and resettlement services for disabled persons in rural areas on one or more of the lines described above. Every effort should be made to provide such services within the framework of existing agricultural, health, education, community development, rural industry etc. services, ensuring that there is regular and adequate budgetary support for their full development.

L. Other conclusions

38. Since the lack of properly documented data makes proper national planning of rehabilitation services difficult, ILO and other relevant organisations should provide technical assistance in the assessment, evaluation and documentation of necessary statistical information. General population censuses should be so designed as to provide information on the various aspects of disability. Locally available research programmes should also be encouraged to carry out studies related to disability factors.

39. The need for closer co-operation between disability prevention and social and vocational rehabilitation services should be emphasised.

40. In order to promote employment opportunities for the disabled, governments of African countries should consider introducing legislation which would (a) oblige employers to employ a percentage quota of disabled persons and (b) reserve certain occupations for the disabled.

41. Public and private communication facilities should be utilised for effecting attitudinal changes in the general public and among the disabled themselves in an effort to eradicate the stigma, prejudice and other negative social relations that create difficult living conditions for the disabled.

42. International seminars on rehabilitation should be followed up by national seminars in order to ensure proper dissemination of information, knowledge and newly acquired methods of work.

M. International assistance

43. The International Labour Organisation, in co-operation with the United Nations and with other specialised agencies and non-governmental organisations concerned, should step up its vocational rehabilitation activities and give all possible assistance to those African countries seeking to establish, develop and expand their vocational rehabilitation programmes. In particular, it is essential that the existing ILO Regional Vocational Rehabilitation Adviser post for African countries should be maintained and that his services should be sought, as required, by African governments through the ILO Regional Office for Africa in Addis Ababa, Ethiopia. In view, however, of the magnitude of the disability problem in the African continent, diversity of languages, etc. the ILO should seriously consider creating a second Regional Vocational Rehabilitation Adviser post for Africa. Moreover, the ILO should encourage a wider dissemination of information on all vocational rehabilitation subjects and promote and facilitate a greater exchange of vocational rehabilitation staff between African countries. The ILO should also organise regional seminars and training courses for these staff.

CHAPTER IV

A SELECTION OF PAPERS PRESENTED AT THE COURSE

1. Ethiopia's Rehabilitation Programme for the Disabled

by

Ato Kassa Kebede

I. Historical background

Historically, services for the disabled in Ethiopia used to be carried out exclusively by the extended family, traditional mutual aid associations, and local institutions such as the Church. When a person was disabled, it was the accepted duty of his family to maintain and support him. In such a society, a disabled person was usually not displaced from his family environment unless there was an additional factor in his disability which was strong enough to break down traditional family obligations. This factor was found in crippling diseases, such as leprosy, which were surrounded, as they still are, by ancient prejudice and stigma. Another spontaneous expression of concern for the disabled was the tradition of almsgiving, which is strongly established in both the Christian and Moslem religions in Ethiopia, based on the belief that almsgiving was necessary for eternal salvation. As far as treatment for disabilities went in ancient Ethiopia, the only remedies were such supernatural ones as bathing in holy waters, visiting witch doctors and the like, because disability was believed to be a curse from God or some other supernatural being.

In the year 1900, the first medical treatment centre for leprosy patients was established in Ethiopia by a Catholic Mission in the town of Harra, 530 kilometres east of Addis Ababa, being the first modern rehabilitation programme. Following that, medical rehabilitation centres were established by voluntary organisations with special emphasis on the treatment of leprosy, a treatment that has since gone through various stages, and a revolution of its own. In so far as the treatment of diseases directly related to disability is concerned, leprosy treatment was also the first programme to be given government attention. Other than medical rehabilitation programmes, which were largely implemented through general hospitals, rehabilitation and social welfare programmes were mainly the concern of voluntary organisations, without government involvement until the early 1960s. Since 1945, however, various top-level government committees were appointed to examine existing social problems and recommend solutions. The problems of the disabled were investigated and recommendations made, but it was not until 1963 that regular budget appropriations for social welfare were made: this established government's acceptance of the responsibility of caring for the unfortunate, and gave social welfare its legitimate place in government planning.

Though there was no government department for either social welfare or rehabilitation, the Ethiopian Government, through its Ministry of Community Development, submitted a request to the ILO for a rehabilitation expert in 1959. In response to this request, Mr. Edgar Marland, who is always remembered in Ethiopia for having established the umbrella factory owned by the United Abilities Company, was assigned as an expert from July 1961 to January 1967. Though the United Abilities Company, at this time a share company, was established there was no government rehabilitation programme until 1966. In 1966 the Ministry of National Community Development and Social Affairs opened a vocational rehabilitation centre in Addis Ababa, which is now called the Ethio-Craft Workshop. This centre trained and employed the disabled in the production of hand-woven carpets, table-cloths, napkins, curtains, bedspreads and shema - the national costume.

The establishment of this centre, however, was no answer to the massive problem that prevailed at the time. The need for co-ordinating the efforts of non-governmental as well as those of governmental organisations was also recognised, more than ever, during this period. It is as a result of this perception that the Rehabilitation Agency for the Disabled was established by law in 1971 as an autonomous public authority, with the purpose of assisting, co-ordinating and supervising the non-governmental organisations besides running rehabilitation programmes of its own.

In order to attain optimal co-ordination at the highest level possible the rehabilitation agency is directed by a national rehabilitation board, the chairman being the Minister of National Community Development and Social Affairs - other members of the board include the Minister of Interior, the Minister of Public Health, the Minister of Finance, the Mayor of Addis Ababa, as well as representatives of the Ethiopian Orthodox Church, the Moslem faith, the Protestant Churches, the Chamber of Commerce and the national university. Regional rehabilitation boards are in the process of being established along the same pattern, having the regional representatives of the governmental and non-governmental organisations represented in the national board.

II. Definition of disability

The legislation which established the rehabilitation agency provided a functional definition of the term "disabled" as follows:

> Disabled shall mean any person who because of limitations of normal physical and mental health is unable to earn his livelihood and does not have anyone to support him; and shall also include any person who is unable to earn his livelihood because of young or old age.

The preamble to this same legislation also states that the purpose of establishing the agency was to create a suitable machinery for the rendering of assistance to those in need of social, physical and mental rehabilitation. Included in the Ethiopian definition of the disabled, therefore, are destitute children, physically and mentally disabled people and the aged who are in need of assistance. The emphasis, then, is on the inability to earn a livelihood as an important determining factor in the classification of a person as disabled.

III. Definition of rehabilitation

A locally organised seminar on "the reassessment of social welfare needs in Ethiopia", following the 1968 UN meeting of ministers responsible for social welfare, redefined social welfare as a programme having three inter-related functions - developmental, preventive, curative or remedial. The developmental functions of social welfare are those that help create conditions conducive to the development of human and material resources, ultimately improving living conditions. The preventive functions are those that concern themselves with measures taken in anticipation of the creation of social problems. The remedial or curative functions are those that concern themselves with the treatment and cure of existing social problems.

Since Ethiopia's rehabilitation programme aims at increasing the chances of obtaining gainful employment for those groups of people who are unable to earn a living, one may assume that it plays only the developmental and curative/remedial role of social welfare but not that concerned with prevention. This may be true and possible in the case of more developed countries, but we cannot afford to omit this role. Ethiopia is a country where the prevalence of disabling diseases is still on the increase. It is with this in mind, for instance, that the Ethiopian leprosy relief programme concentrates more on the control of leprosy than on its treatment. This approach is not unique to Ethiopia; for example, like some other well-reputed organisations the WHO has declared a shift in its policy of rehabilitation away from its past policy of promoting development of comprehensive rehabilitation centres, in favour of disability prevention in the community at the level of primary medical care. Rehabilitation in Ethiopia is, therefore, a service that carries out the developmental, preventive and remedial/curative functions of social welfare through its programmes - medical, vocational and social.

IV. Rehabilitation organisations

Rehabilitation programmes are carried out by four types of organisations - missionary organisations, voluntary agencies, municipalities and government - and all have characteristics that can differentiate them. The mission organisations usually generate their funds from overseas, operate mainly in the rural areas, are in most cases registered with the ministries of public health and education, are mainly involved in medical and educational services, have a dual purpose, that of evangelism and service, and have expatriate personnel as major executives of their programmes. The voluntary agencies (non-governmental and non-missionary in this paper) are mostly private associations eatablished for the purpose of carrying out programmes specifically declared in their constitutions, are registered with the Office of Associations of the Ministry of Interior, operate mainly, in urban areas, generate their funds through fund-raising schemes from local and international sources, and usually have Ethiopian voluntary staff in decision-making bodies. Municipalities operate within the municipal areas, have not yet given emphasis to rehabilitation services, as a result of which only eight municipalities have organised programmes for the needy, generate their funds through municipal taxes and are run by Ethiopians. Government programmes are fully Ethiopianised but often benefit from the assignment of advisers from organisations such as the ILO. Government organisations that render direct rehabilitation services are the Ministry of Public Health and the rehabilitation agency. Rehabilitation programmes that were earlier initiated by other government bodies in the past are being incorporated with those operated by the rehabilitation agency. It has been mentioned earlier that all government ministries concerned with social services are represented, through their ministers, in the national rehabilitation board which runs the agency. Rural farmers' associations and the urban neighbourhood communes that are in the process of being established, as a result of the change that is taking place in Ethiopia at present, will in the future play a major role in rehabilitation.

V. Programmes

Since there are over 60 governmental and non-governmental organisations rendering rehabilitation service in Ethiopia today, it would be time-consuming and unnecessary to detail the organisations and their programmes in this paper. Therefore, I will briefly and in general discuss the medical, vocational and social programmes of Ethiopia's rehabilitation service.

The major components of Ethiopia's medical rehabilitation programmes are such services as leprosy control, leprosy treatment, appliances for the disabled, smallpox eradication, trachoma eradication, and other preventive and medical services rendered through specialised hospitals, general hospitals, health centres and clinics. Discussing medical rehabilitation programmes for Ethiopia, I would like to reiterate the need for priority measures in the preventive field to combat disabling diseases. Establishing and running rehabilitation centres without recognising and preventing the causes that created the need for individuals' or groups of individuals' rehabilitation is an unrealistic approach to the problem. The medical rehabilitation programme of Ethiopia, and possibly those of other African countries, need to be designed differently to those of the developed countries. Our programmes should follow a course which would lead to a condition which creates less demand for rehabilitation than one which perpetuates it.

The social rehabilitation programme is inter-related with the medical and vocational programmes, and in most cases is relatively more supportive than independent. Social rehabilitation services are given before, during and after medical and vocational rehabilitation and are aimed at assessing the needs of the individual, his capabilities and potential in order to enable him to fulfil his functions as an accepted productive and self-supporting member of his community. Social rehabilitation in the Ethiopian context includes the following services: social casework through which the background and needs of the rehabilitant are assessed and proper guidance and counselling given, to enable him to adjust to his environment; group counselling services through which the rehabilitant is enabled to develop confidence in himself and to participate in the activities of the programmes around; special education facilities for different disabled groups such as the blind and the deaf; civic education through which the individual is taught his rights and duties, is taught to change his attitude towards himself and others, and through which the general public is helped to change its attitude towards disability and the disabled; social services such as health education, mother and child health programmes, given importance as they are contributing factors in the general social and physical upbringing of the individual; and institutional care for the young and the old who are in need of care and support. Placement and follow-up, the last and most vital stages in the rehabilitation process, are also categorised as part of the social rehabilitation programme, as well as being a great support to the vocational rehabilitation process.

In explaining Ethiopia's vocational rehabilitation programme in the following lines, I will limit myself to an account of the rehabilitation of the physically disabled. Vocational rehabilitation is distinguished and differentiated from medical and social rehabilitation because its primary objective is the realistic and permanent vocational adjustment of the disabled. Though vocational rehabilitation is relatively independent, its process in most instances depends on the medical and social aspects of rehabilitation in order to ensure that the individual has been placed in gainful employment and lives as an accepted member of society. In the past, some voluntary agencies used to run training programmes for the disabled in order to increase their chances for employment. Most of these training programmes have proved unsuccessful because of the employment situation in the Ethiopian economy. Such training programmes have now been discontinued, thanks to the good advice of Mr. Edgar Marland, who went through the trouble of organising a seminar on "sheltered employment opportunities for the disabled" after the expiration of his assignment as the ILO expert in Ethiopia in 1967. During those days, and also now, the labour supply greatly exceeds the demand for labourers, as a result of which there is very intense competition in the open labour market from which only the best of the able-bodied survive. This situation is the major rationale behind the argument favouring the establishment of sheltered workshops for the employment of the disabled. The sheltered workshops such as the Ethio-Craft Centre, the umbrella and the dry cell battery factories have proved to be productive, and their success has enabled them to become projects that can be explained in straightforward economic terms. Since planners, financial institutions and other organisations in the economic sector have also recognised their productivity and usefulness they are today classified among major priorities in economic development plans. The ILO and its field experts as well as able Ethiopian managers like Ato Wondimagegnehu Asseffa should be congratulated on this. Vocational rehabilitation services such as vocational evaluation, prevocational preparation, and adjustment, as well as vocational training have now become a means of assuring the right abilities in a given disabled person to the right job in a given sheltered employment venture.

The sheltered employment approach, in the sense of being a production enterprise where the disabled are placed and expected to produce with the use of the able functions of their body, has been tried in agriculture in Ethiopia; it has proved to be successful because most of the disabled have farmer backgrounds, because the capital input compared to the number of people employed is very low, and also because agricultural produce has easy market demand. Today in Ethiopia, therefore, the term sheltered employment opportunity does not necessarily mean industrial but also agricultural enterprises.

VI. Problems

During the course of the seminar, problems encountered by national rehabilitation programmes and sheltered workshops will be fully discussed: in order to provoke thought and provide a framework for this discussion, I would like to present in brief outline some of the problems encountered in Ethiopia.

1. The identification of feasible workshop projects based on proper studies in the production, management and marketing fields.

2. When feasible projects have been identified, the lack of necessary resources for their implementation.

3. When necessary resources have been obtained, the number of sheltered workshops being limited to large population centres, thereby attracting and being unable to absorb the disabled migrating from the rural areas, and consequently increasing the number of disabled in those centres.

4. The lack of readily available trained manpower for all the facets of the national rehabilitation programmes.

5. The general public's failure to recognise the productive capacities of the disabled, their treatment of the disabled as inferior groups, and the disabled person's acceptance of his inferiority and continued dependence.

6. The identification of proper media and the development of appropriate communication materials for changing the general public's attitude towards the disabled, and that of the disabled person towards himself.

7. The lack of sufficient information and well-documented statistical data on the disabled for preparation of the national plans.

VII. Future plans

Motivated by the various problems encountered and being unable to find straightforward answers, we have been forced to establish some experimental programmes. One good example is the Siga Meda Project. Last year the rehabilitation agency made a survey of the destitute in Addis Ababa which revealed that there were over 5,000 streetboys and over 11,000 adults on the streets, making the Addis Ababa destitute and mostly beggar population over 16,000. Following this, the Siga Meda Project, 30 kilometres outside Addis Ababa and which has the capacity to accommodate 4,000 people, was constructed. The centre will provide the basic human needs such as food, clothing and shelter for its clients, and a rehabilitation team composed of a social worker, health officer and vocational instructor will assess each individual client through the means of a case conference and determine the rehabilitation measures required to make the client an independent and productive citizen. The location of the site outside the city was a decision based on the findings of the survey, that most of the destitutes were migrants from the rural areas. The rehabilitation service will therefore take place in a rural environment, and in concentrating on agricultural training will enable the agency to send clients back to their home communities or resettle them in agricultural ventures. The major functions of the centre are to receive clients, screen them through a case conference, provide training to those who cannot be placed without further assistance and ultimately place those who have been trained. Other than the agricultural training programme, there are also other vocational training programmes geared to rural needs. Children who have to attend schools, the aged and crippled with multiple disability will be forwarded to long-term care institutions run by the agency or non-governmental organisations, or reunified with their families with a government grant at the initial stages of their admission to the centre.

Since a future rehabilitation plan cannot be separated from the general national plan, rehabilitation programmes will be related to the social, economic and political conditions which are undergoing revolutionary changes at the moment. Most of you will have learnt that the country is in a transition from a feudal-bourgeois to a socialist system. This change has brought land reform, which created the basis for farmers' associations in the rural areas, and urban land nationalisation, which initiated the establishment of neighbourhood communes. This new system provides the framework for decentralising services and for the active participation of farmers' associations and urban communes in planning and implementing programmes for satisfying their community need.

In recognition of this situation, the rehabilitation agency has chosen two cases for experimentation, one in a semi-rural area, Debre Zeit, and the other in one of the subdistricts of Addis Ababa. In both places the agency is encouraging the local associations through grants in aid and technical guidance in order to plan and implement their own programmes. The successes of these experiments will determine the future working relationship between the rehabilitation agency and the rural and urban associations. The agency will continue to serve on a national scale as a clearing house of information for rehabilitation, a co-ordinator of plans, programmes and funds, a liaison between local and international organisations and also an operator of rehabilitation programmes for the already dispossessed and disabled members of Ethiopian society, who cannot gain acceptance in the newly formed associations.

2. The Extent, Incidence and Special Problems of Disablement in African Countries

by

Dr. F.A.O. Owosina

1. Greetings and appreciation

1.1. Mr. Chairman, distinguished participants, I bring you hearty greetings from the President, Professor Alphonsus Jocheim, the council and the entire assembly of the Rehabilitation International and its Nigerian chapter.

1.2. I also wish to congratulate the ILO, the DANIDA and the Government of Ethiopia for their initiative in organising this kind of course. This is the kind of co-operative, inter-agency activity we very much desire and require to improve rehabilitation programmes in Africa.

1.3. The advantages derivable from an international inter-agency course of this nature are many and varied.

I can only hope that the way each of you participants utilises the knowledge and experiences gained here in your own country will encourage the co-sponsors to make this type of course a regular event and perhaps inspire them to consider organising training and retraining programmes (with WHO, UNESCO, RI, or ISPO) for other groups of rehabilitation personnel e.g. prosthetists and orthotists, physiotherapists etc. in other parts of Africa.

I also hope that you will leave here sufficiently inspired to urge your government and people to establish, if they have not yet done so, more rehabilitation centres, sheltered and open workshops, urban and rural co-operatives etc. for the disabled persons in your respective communities.

THE LECTURE

1. Introduction

1.1. African evolutionary scene

1.1.1. The static scene of our ancestral undeveloped Africa was marked by scourges of uncontrolled disabling diseases, squalor, poverty, malnutrition, low productivity and mental apathy which paved the way for her evolution into the scene of colonial underdevelopment.

1.1.2. Thanks to the initiatives and contributions of individuals e.g. Dr. Albert Schweitzer, missionaries, private foundations, WHO, ILO, UNICEF, and indigenous African workers etc., preventive and curative medical services emerged which reduced though insignificantly, the incidence of disabilities from diseases.

1.2. The emergence of some 30 African countries to full indpendence and sovereignty throws the continent into a dynamic scene marked by rapidly changing socio-economic developmental activities.

Though rightly considered in the world among the least developed countries (LDC) and most severely affected (MSA) by the world monetary crisis and inflation, yet relative to our past experiences many African countries are undergoing rapid economic and industrial development, rapid population growth, civil wars, uprising against imperialism etc. all these result in creation of more disabilities on the continent.

2. The magnitude of the problem of disablement

2.1. The former Secretary-General of the United Nations, U Thant, summarised the situation very well in his address at a luncheon of the World Rehabilitation Fund on 20 October 1971 in New York as follows:

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I shall illustrate the magnitude of the problem by pointing out that there are today over 300 million persons in the world who require some kind of rehabilitation services and are unable to attain them. Population growth, wars, greater longevity and above all an ever-increasing number of industrial, traffic, and other accidents add a few million disabled every year to the "waiting list" for rehabilitation services.

The very advances in medicine which result in saving human lives can also result in adding thousands of temporarily or permanently disabled people who require rehabilitation in order to return to active life.

2.2. The quoted figure probably emerged from a survey conducted by the Rehabilitation International in 1968 which stated further that the majority of disabled persons to whom rehabilitation facilities are unavailable exist in the developing countries.

2.3. Although no one has carried out epidemiological surveys aimed at determining the number of disabled persons and/or the number of rehabilitation services available for them in Africa, the scanty figures at our disposal show that in almost every disability group African countries record:

(a) some of the highest incidences of disablement per unit of population; and

(b) some of the lowest financial, technological and manpower resources to provide rehabilitation services for her teeming population of disabled persons.

3. Disability groups and preventive measures being taken

3.1. Partial or total loss of sight.

3.1.1. Africa records a very high incidence of blindness.

	Blind per 100,000 of population
West Africa	1 056
East Africa	851
Central Africa	660
West Indies	302
Far East and Pacific	264
England	205
United States	196

3.1.2. The common causes of blindness are:

(a) infestations, e.g. onchoceriasis, infective or purulent keratitis e.g. smallpox and measles, other diseases such as cataract, trachoma etc. are also etiological factors.

3.1.3. Preventive measures

Include: WHO onchocerciasis control.

Programme in the Volta River Basin launched in January 1974.

The project covers an area of 200,000 square kilometres and involves a population of 10 million people, over 1 million of whom are infected with onchocerciasis with 70,000 already blinded. Various funding agencies, and donor countries have contributed millions of dollars into this project aimed at ridding the waterways of the vector agents and thus controlling infestation.

3.1.4. Available information suggests that this is an uphill task as land irrigation for agricultural purposes provides new breeding habitats for the vector agents and encourages the spread of infestation. The WHO is making a success of the programme which is expected to extend to other affected areas soon.

3.1.5. Immunisation against smallpox has been very successful in most African States; control of measles on the other hand is not yet so successful because the immunisation programme has not yet received universal acceptance and trial and vaccines are not always readily available in large enough quantitites.

3.2. Deafness and hard of hearing

3.2.1. This is another cause of disablement in Africa. The incidence is very high. Middle ear infection as a principal cause of deafness is now being happily controlled by immunisation (as described above) and by early and vigorous administration of antibiotic therapy.

3.2.2. Another observation in northern Nigeria is that 50 per cent of deafness results as a sequel of cerebrospinal meningitis. WHO is co-operating with various governmental agencies in the control of this infection.

3.2.3. Sound-induced deafness - as a result of urbanisation and industrialisation persistent loud noise is a known cause of auditory impairment. We do not know yet the incidence of deafness from this source in Africa but it is opportune to advise industrial health precautionary measures to prevent it.

3.3. Lameness from communicable diseases and poliomyelitis is receiving great attention from the WHO, missionaries, government health authority, etc. Immunisation against poliomyelitis is spreading to the rural communities and in certain areas 30-40 per cent of the vulnerable population are already covered.

3.3.1. Early detection and vigorous curative treatment of leprosy controls its spread thus reducing the incidence and severity of disablement from this source.

3.4. Bone and joint infections requiring limb ablation or causing disabling ankylosis or arthritis of the joints e.g. pyogenic infection or tuberculosis must be mentioned. Whereas immunisation against tuberculosis holds the incidence of chronic chest and bone infection in abeyance, pyogenic bone infection are unfortunately still neglected until they result in disabilities.

3.5. It is in the area of industrial accidents and diseases, agricultural, sports and road accidents, however, that sufficient disability prevention is still lacking.

3.5.1. The "5 E's": education, enactment, enforcement, engineering and economic measures designed to prevent accidents are yet ineffective and the worst forms of disabilities, e.g. quadriplegia, tetra and paraplegia resulting from falls from palm trees or road accidents; tendon and hand injuries etc. occur daily to young males and females; the highest age incidence being between 16 years and 40 years of age.

3.5.2. The worst victims of these accidents are the few young skilled persons on whom our developing economy depends.

3.6. Mental illness and drug abuse create a grave problem, the magnitude of which is unknown but the situation is alarming particularly among the youth at school in urban and rural areas. This was the topic for the technical discussion at the 23rd Session of the WHO Regional Committee for Africa meeting in Lagos in 1973 The various associations of psychiatrists in Africa, the WHO and individual African countries are jointly examining the problems with a view to finding lasting solutions to them.

In Nigeria, among the preventive measures applied are:

3.6.1. stiff penalties for offenders (up to 10 years sentence);

3.6.2. ban on the importation of the amphetamin group of drugs;

3.6.3. education of parents, teachers and the general public through all available news media.

3.7. Cerebral palsy and mental retardation

This is still a very neglected group. The incidence is very high but improved antenatal, perinatal, and maternal care, particularly in the rural communities, prevention and early curative treatment of meningitic infections seem to be effective in reducing disabilities from this source.

3.8. Genetically determined diseases e.g. sickle-cell anaemia. The "s" gene has a 20-25 per cent incidence in some African countries. The "SS" and "SC" conditions cause severer disabilities and morbidity than rheumatoid arthritis and haemophilia do in Europe

3.8.1. Genetic counselling (eugenic) appears to be the most realistic approach to reducing the "S" gene in our population, but this is almost an impossible task.

3.9. Disability from warfare

3.9.1. There is no doubt that activities of liberation movements, civil wars etc. involve young men and women, many of whom suffer disabling injuries.

3.9.2. The disruption of economic development in the areas involved aggravates unemployment among able-bodied citizens thus limiting the occupational opportunities for the disabled.

3.9.3. Prevention of wars may appear impossible in young emerging countries some of which are still under colonial and imperial yokes. For as long as the law of economic justice and equity is ignored, as long as oppression and suppression glory in power and strength it will be difficult to prevent war. We can only hope that the day will dawn when every individual and every nation can hope to live an independent, dignified, peaceful existence as a matter of right.

4. Special problems relative to disability prevention and rehabilitation

4.1. The problems and constraints related to proper disability prevention and planning of rehabilitation programmes include the following:

4.1.1. lack of epidemiological and demographic data;

4.1.2. insufficient awareness of the economic and social value of rehabilitation process;

4.1.3. the illiterate background of a large percentage of disabled persons;

4.1.4. general lack of rehabilitation facilities;

4.1.5. lack of technical and human resources;

4.1.6. high rate of unemployment;

4.1.7. insufficient co-operation and liaison with other disciplines involved in community development;

4.1.8. insufficient co-ordination and administration of rehabilitation programme.

4.1.1.1. Lack of epidemiological data

Preparatory to planning a meaningful and cost-effective rehabilitation programme, it is essential to conduct country-wide epidemiological and demographic surveys. This should be a continuing process. It should endeavour to prepare and keep an inventory of all disabilities group by group. It should reflect the locations or addresses at which each disabled person can be reached. It should also contain a statement of the rehabilitation services (educational, social, medical or vocational) they require or are receiving. It should also keep an inventory of available rehabilitation service centres or facilities as well as the numerical strength of the available manpower and their disciplines or specialities.

4.1.2. Insufficient awareness of the economic and social values of the rehabilitation process

4.1.2.1. It has been stated above that road, agricultural, and industrial accidents and diseases rank highest in the causation of disabilities today. The victims are the few skilled persons on whom the growing economy depends.

Since incapacity and disablement of "man" as the most valuable investment in any economy is a drain on that economic growth; also since its goal is to assist the disabled person to regain his working capacity in the shortest possible time to enable him to live a social, economic independent existence within his own community, medical and social rehabilitation should therefore be an integral component of the national economic development programme of each African State.

4.1.2.2. It is short-sighted and unfortunate that employers of labour have not recognised the wisdom in investing in programmes which can ensure that:

(a) they retain, on the jobs, the highly trained and skilled personnel who keep up their high productivity;

(b) they reduce the time loss at work by such personnel due to incapacity;

(c) they reduce the amount otherwise payable on workman compensation by prevention of disability at work or by early curative and early rehabilitative measures.

4.1.2.3. In 1969 the Ontario (Canada) Workmens Compensation Board compared the post-accident earnings (until a retiring age of 60 years) of disabled persons who received rehabilitation services with those who did not, and found that "rehabilitation services produced to the injured workmen an average increased income of more than 15,000 dollars" (B.J. Legge QC).

This study established the economic benefits to the injured workman, his family, his employer or government and to his nation, of investment in rehabilitation services.

4.1.2.4. To share the experiences of the industrially developed countries as demonstrated by that study, economically developing African countries require to create enlightened public and industrial communities to whom ability counts rather than disability.

4.1.2.5. It is encouraging to note that some African countries are now aware of the great benefit of rehabilitation and now list rehabilitation services high on their planned development programmes. For instance my own country, Nigeria, has now created a new Ministry of Social Development, Youth and Sports which budgets for rehabilitation in our Third National Development Plan.

4.1.3. Problem of illiteracy

4.1.3.1. In most African communities, unfortunately a very high percentage of the working population are non-writing and/or non-reading illiterates who qualify, by their limited skills and narrow areas of competence, only for manual and physical occupations.

4.1.3.2. Any physical disability to such low- or medium-level category of workers constitutes a disastrous occupational handicap since their basic illiteracy limits their access to other skills and information required to retrain them for a variety of alternative vocations.

4.1.3.3. To expand the occupational opportunities of these semi-illiterate injured workmen, rehabilitation programmes in Africa must lay emphasis on, and include basic general adult education.

4.1.4. Limited existing rehabilitation facilities

4.1.4.1. Mutually supporting and comprehensive rehabilitation facilities are non-existent in most African countries. The few facilities that exist do so in isolation and are inefficient. For example, educational rehabilitation facilities are not often supported by medical or prosthetic services, therefore locomotive or transport problems constitute a barrier to their full usefulness for some disabled children.

Similarly occupational training facilities are not often supported by adequate job placement and follow-up services.

4.1.4.2. In fact, perhaps the majority of disabled persons, particularly children, adolescents and the aged, are cared for at home through the extended family system. Even at its best the extended family system emphasises disability and tends to perpetuate dependency. It offers nothing in the direction of vocational training. Fortunately or unfortunately, the current massive drift of the rural population to urban centres and the exhausting and the full-time demand of urban industrial jobs reduces home assistance and is rapidly exterminating the "extended family" care enjoyed by some disabled persons in the past.

4.1.4.3. Favoured group

However, the organised and the fairly well-developed rehabilitation services received by the blind, the victims of leprosy and tuberculosis in other continents have extended to many African countries by the activities of charitable and missionary organisations e.g. the Royal Commonwealth Society for the Blind.

4.1.4.4. On their inspiration, national charitable organisations: e.g. the National Society for the Blind, government agencies, WHO etc. have jointly or severally provided some, even if inadequate, educational and vocational rehabilitation facilities and clinics, for the disabled in this favoured group.

4.1.4.5. Neglected group

Unfortunately, the mentally retarded, cerebral palsied, the sickle-cell anaemic children, the epileptic, the victims of industrial accidents and the paraplegics etc. require more attention and vocational services than are hitherto available to them.

4.1.4.6. However, I observe with joy the existence in East, Central and West African countries, services such as:

(a) the ILO-assisted "battery" and umbrella-producing workshops for the disabled in Addis Ababa;

(b) the DANIDA-assisted prosthetic/orthotic workshops in Moshi, Tanzania;

(c) the German-assisted prosthetic/orthotic workshops in Lomé, Togo and in Tunis.

I cannot enumerate all the rehabilitation services available. I only wish that the various funding agencies can merge some of these projects into more comprehensive multilateral rehabilitation programmes the organisation and administration of which can be co-ordinated and supervised by the UNDP or WHO/ILO/Rehabilitation International.

I also hope that if and when the donor agents withdraw their services that the African recipient countries will have enough men and materials to keep the services going.

4.1.4.7. The Nigerian Armed Forces Rehabilitation Centre at Oshodi in Lagos which offers adult educational and occupational training opportunities to the victims of our civil war was established in recognition of the need to integrate the military disabled personnel into active social and economic life of the community.

4.1.4.8. The initial success of that project has inspired Nigerian government planners to propose in the 1975-80 development programme the establishment of four strategically sited demonstration civilian rehabilitation centres.

4.1.5. Limited or no technical and human resources

4.1.5.1. Lack of technical and human resources is another great constraint to development of rehabilitation services in Africa.

4.1.5.2. For maximal and economic use of the little national technical and/or international technical aids and manpower resources available development of national or inter-regional pilot demonstration rehabilitation centres should be seriously considered by each African country.

4.1.5.3. Considering that 80 per cent of our population live in rural areas, some of these demonstration centres should be sited in rural areas and others in industrially-oriented urban areas.

4.1.5.4. In each pilot project medical, educational and vocational service facilities should be closely sited so that they can share facilities as well as relevant staff.

4.1.5.5. It would be a good teaching centre for many professional groups that constitute the rehabilitation team. It would indeed be a rehabilitation community in that its staff would extend its influence to the lay community who would in return be fully involved in the process of reintegration of the disabled into the community.

4.1.5.6. Training of all cadre and levels of staff on whom the extension of rehabilitation services to other parts of each nation will depend should be the most important goal of such a project.

4.1.6. Creating employment opportunities for the disabled

4.1.6.1. The high unemployment rate among our able-bodied citizens reduces the employment opportunities for the disabled persons.

4.1.6.2. Yet most of the few available rehabilitation facilities limit their efforts to physical restoration and/or vocational training programmes.

4.1.6.3. Every vocational programme should be planned with the local employment market and framework in view; it should commence with assessment of the disabled person's work potentials and end with his placement, where possible, in competitive employment in his own environment.

4.1.7. Removing environmental barrier

4.1.7.1. Even if and when we complete the medical and vocational programme outlined above for the disabled, our urban and rural environments contain so much static and dynamic barriers that makes it almost impossible for him to gain access to, or work in a public office or workshop.

4.1.7.2. If we care to educate and involve our town planners, architects, engineers, transport owners and others who participate in community development in our rehabilitation programmes and the need of the disabled persons, then modification of houses, public offices and building, public transport to meet the special needs of the disabled, will be accepted as an essential and normal requirement for our environment and community development in Africa.

4.1.8. Co-ordination of and co-operation in planning rehabilitation programme

4.1.8.1. From the foregoing, it can be said that rehabilitation is a complex multidisciplinary process which will require careful planning and special administration of its own.

4.1.8.2. Its practice is best based on sound and secure government legislation.

4.1.8.3. At national levels it is best planned and administered by a national rehabilitation advisory council whose membership includes:

(a) representatives of the ministries of health, economic planning, education, labour and social welfare;

(b) representatives of employers' associations, labour unions and a society or association of disabled persons;

(c) representative of a non-governmental national society for rehabilitation of the disabled and a representative of the insurance companies.

4.1.8.4. This body should be charged with the responsibility:

(a) of providing comprehensive medical, education, social and vocational rehabilitation services;

(b) of looking into the problem of housing, transport and technical aids or appliances for the disabled;

(c) of organising training programmes for all levels, and disciplines of personnel for rehabilitation services;

(d) of establishing demonstration centres from where services can be extended to every corner of the nation.

It should also introduce legislation that guarantees:

(a) social security benefits for all;

(b) insurance cover to provide medical treatment and complete rehabilitation and/or compensation for victims of road traffic or industrial accidents;

(c) education for the disabled child.

4.1.9. Co-operation and co-ordination at international level

4.1.9.1. Neighbouring African States can jointly run an inter-regional training centre to meet their manpower needs in this field.

4.1.9.2. The United Nations (and its agencies WHO, ILO, UNESCO) can co-operate in, and participate with groups of African States in developing pilot demonstration rehabilitation centres.

Such a centre will be most ideal for training and retraining of rehabilitation personnel and will be a practical and vivid illustration of how rehabilitation services should be run by the individual African States.

4.1.9.3. Bilateral government agencies, and charitable organisations will find it easy to give financial and technical aid for such an inter-agency programme.

4.1.9.4. Jointly organised rehabilitation seminars, workshops, conferences and training courses for rehabilitation personnel at national and regional levels will further increase public awareness of the true meaning, the need for, and the economic value of the rehabilitation process to the African nation today.

5. Summary

5.1. Over 15 per cent of the African population is disabled. Warfare and civilisation diseases add millions every year to the population of our disabled persons.

5.2. Over 80 per cent of these receive no rehabilitation services hence the high population of disabled beggars.

5.3. Our modern urban designs and development are creating social and environmental barriers for the disabled.

5.4. Limited financial, technical and manpower resources are formidable constraints and impediment to provision of rehabilitation services.

5.5. There is an urgent need to increase the awareness of the economic advantages of rehabilitation among our employers, general public and the planners of a national development programme.

5.6. The financing of rehabilitation services for the disabled is the responsibility of the government of each country which should not be shifted to charitable organisations.

5.7. Rehabilitation services should be accorded a high priority on national development plans.

5.8. Consideration should be given to early introduction of appropriate legislative measures for proper organisation and administration of a national rehabilitation programme. This should include the establishment of a national rehabilitation advisory council as well as modifying the insurance laws etc.

5.9. Each African country should include on its priority list the establishment of demonstration rehabilitation centres.

The objectives of such centres include:

(a) training the very much needed rehabilitation personnel;

(b) illustrating to the community the true meaning and value of rehabilitation;

(c) acting as a source of spreading proper service facilities to every corner of the country;

(d) providing material for research into local materials etc.

5.10. Available local material and manpower resources should be relied upon for executing national programmes.

5.11. Neighbouring African countries should consider sharing institutions and resources that would have been very expensive for individual countries.

5.12. The Rehabilitation International, United Nations and its agencies (WHO, UNESCO, ILO, UNICEF, etc.), bilateral government donors and other private funding agencies possess both the experience and machinery to assist groups of African countries in developing rehabilitation service and training programmes. Their assistance should be sought particularly in respect of co-ordinating multilateral inter-agency rehabilitation manpower training programmes and in organising African seminars and conferences etc.

Locating medical, educational and vocational rehabilitation programmes together in the form of a rehabilitation community will most likely be an economic way of utilising the limited manpower resources for demonstration rehabilitation centres.

Thank you for giving me an audience.

3. The Role of an ILO Regional Vocational Rehabilitation Adviser

by

Sam Niwa

Terms of reference

The main purpose of the assignment of the African Regional Vocational Rehabilitation Adviser is to assist the Director of the ILO Regional Office for Africa, Addis Ababa, with the planning, negotiation, execution and follow-up of technical co-operation projects in the region in the field of vocational rehabilitation of the disabled.

The principal duties include:

(1) investigating, at the request of governments, the needs and possibilities of starting and expanding vocational rehabilitation programmes, ascertaining the need for technical co-operation projects, and advising accordingly;

(2) advising governments on organisation, consolidation, co-ordination and any other problems connected with vocational rehabilitation of the disabled;

(3) conducting local, national and, if possible, regional staff training courses on various aspects of vocational rehabilitation work;

(4) stimulating national interest in the development of vocational rehabilitation services and in the establishment of national staff training schemes;

(5) following up previous technical co-operation projects whether expert assignments, fellowships or the provision of equipment;

(6) collaborating with ILO experts in the region, particularly those working in the programme of human resources, in the development of integrated and co-ordinated programmes of vocational rehabilitation;

(7) working closely with experts of other international agencies or organisations working in the field of rehabilitation;

(8) supplying information and reports to the ILO on development of technical interest in the region;

(9) as required, representing the ILO at regional meetings on rehabilitation.

In addition to the above-mentioned duties, the regional adviser is requested to undertake the following additional responsibilities in connection with the rehabilitation of drug-addicted persons:

(1) during the course of normal missions to attempt to clarify with the relevant officials and ministries the national situation with regard to drug addicts' rehabilitation needs.

(2) to inform relevant officials, ministries and planners as to the role that ILO can play in drug addicts' rehabilitation programmes and how this broadly differs from that of WHO;

(3) as a matter of policy, vocational rehabilitation regional advisers may be called upon to undertake drug rehabilitation survey missions at the request of the UN Fund for Drug Abuse Control (UNFDAC).

Major role and contributions

It should be appreciated that the mission allocations for a regional adviser are so limited that the adviser could only spend a week or two in each country requesting his services. In spite of this time limitation, he can provide some useful services for government and voluntary organisations during his visit. Some of the major contributions which the adviser coull provide to meeting individual government requests are mentioned below.

(1) Providing practical advice and assistance

Each country has different problems. There is diversity of customs, beliefs and religions, not only within the region but often within the individual countries themselves, and there are problems which arise from these differences.

It is important to realise that vocational rehabilitation services should be adapted to the particular needs and circumstances of each country (see ILO Recommendation No. 99). Such services should also be planned and developed within the limits of the available national resources.

The adviser would help the government concerned in identifying what its most pressing needs are and what form its programme should take. Often a less costly, less sophisticated approach is desirable with short intensive and multi-purpose vocational rehabilitation courses being organised in the country. In certain countries aid to the disabled in rural areas is accorded higher priority.

Because of the opportunities he has had in discussing various problems and experiences in other countries in the region, the regional adviser would be in a helpful position to discuss with all concerned during the visit similar problems and to try to find practical solutions to them.

The areas for discussion may include:

(a) legislative measures;

(b) co-ordination and co-operation of rehabilitation services;

(c) identification and registration of the disabled;

(d) urban vocational assessment and work preparation facilities;

(e) sheltered workshop facilities;

(f) rural vocational rehabilitation facilities;

(g) marketing of goods produced by the disabled;

(h) employment placement services;

(i) training of vocational rehabilitation staff.

(2) Convincing development planners

One of the greatest drawbacks to the successful commencement and development of rehabilitation services has been a lack of understanding on the part of national development planners and economic advisers as to the socio-economic values of such services. In order that the rehabilitation programme receives a fair share in the national development plan and its budget, decision makers of the development plan should be made aware of the magnitude of the disablement problem in the country and what could be done to rehabilitate the disabled.

The regional adviser would usually have the opportunity of meeting with these development planners during the visit to a country. On such occasions the adviser would ensure that:

- the whole problem of rehabilitation should be considered in the context of integrated socio-economic development plans;
- government should accept responsibility for financing rehabilitation services which should be offered as a right, not a privilege, to their disabled citizens;
- government should accord proper priority to allocation of funds for rehabilitation programmes, thus permitting the development of services which in some cases have stagnated owing to lack of essential financial support. Such support is required not only for capital outlay but also for recurrent expenditure on salaries, allowances, raw materials, maintenance and running costs.

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(3) Following up previous ILO assistance

In the past the ILO has provided technical assistance in the field of rehabilitation in the form of expert assignments, fellowships or the provision of equipment to the following African countries:

- Algeria
- Cameroon
- Egypt
- Ethiopia
- The Gambia
- Ghana
- Kenya
- Liberia
- Libya
- Malawi
- Mauritius
- Morocco
- Mozambique
- Nigeria
- Senegal
- Somalia
- Sudan
- Swaziland
- Tanzania
- Tunisia
- Uganda
- Zambia

It is considered that technical assistance efforts would not produce a willingness on the part of governments to carry out the recommended plans.

The regional adviser would follow up the development of previous ILO assistance to ascertain whether the recommendations have been implemented effectively. In some cases adjustment and modifications may be required due to changed circumstances and needs and the adviser would give further advice accordingly.

(4) Assisting in the formulation of new projects

The UNDP funds allocated to rehabilitation projects during 1972-76 represented one-tenth of 1 per cent of the total of United Nations Development Programme (UNDP) assistance. It is obvious that assistance received from UNDP and other UN agencies for rehabilitation projects has been insufficient.

The UNDP's country programme procedure is not well known to technical or administrative officers in charge of rehabilitation programmes at the national level. This may be one of the reasons why not many country programme documents prepared by governments make reference to rehabilitation programmes. It should also be appreciated that the funds are allocated for projects, at the request of the governments, to which they accorded the highest priorities.

The UNDP Resident Representatives are key persons in country programming and they should be asked bearing in mind the economic and social importance of rehabilitation programmes not only during programming exercises but also at the time of the annual reviews of the programming. The regional adviser would have the opportunity of discussing relevant matters with the UNDP Resident Representatives on the spot.

The regional adviser is also in a position to explain to the government officers concerned with rehabilitation the purpose and procedure of the country programming exercises and help them, if required, to draw up a draft project document on behalf of the government. Such assistance has proved to be most helpful and because of this many new vocational rehabilitation projects are being formulated under UNDP arrangements.

If UNDP financing is not possible for a rehabilitation project, the adviser would also help in identifying other sponsoring agencies under bilateral or multilateral arrangements through such agencies as SIDA, NORAD, DANIDA, German Church Organisation, etc.

Great contributions could also be made by United Nations and other international volunteers to rehabilitation projects in developing countries. Our experience has proved in some East African countries that the services of volunteers helped to offset the lack of technical personnel and enabled planning of international rehabilitation programmes to be undertaken on a more ambitious scale than would otherwise have been possible.

(5) Ensuring the development of a balanced rehabilitation programme

In most countries, several ministries are involved in developing rehabilitation services, often working independently. It is, therefore, important to ensure that a well-balanced and co-ordinated rehabilitation programme is planned, organised and developed for all categories of disabled persons in the total area of rehabilitation covering medical, psychological, educational, para-medical, social and vocational aspects.

Whilst the ILO adviser's main duty is to assist in the development of vocational and employment aspects of rehabilitation within the context of the over-all balanced programme for the disabled, he should have the opportunity of meeting and discussing with government officials and leaders of voluntary organisations concerned with medical, para-medical, educational and social aspects of the programme. On such occasions the adviser would outline available international assistance in the field of rehabilitation, i.e. the role of UN, WHO, UNESCO, UNICEF, UNHCR, etc.

Addis Ababa,
30.9.75.

4. The Planning and Development of the Umbrella Factory

by

Mr. E. Marland

This is 1975; the idea of establishing an umbrella factory for the disabled, occurred - I think - in 1962; therefore the memory which is mine coupled with the lack of the files on the subject may lead to a confusion of dates and figures, but certain features of the origins stand out in my mind.

I was standing at the window of the UNTAB office, where I was acting Deputy Resident Representative, when across the road outside the Jubilee Palace, came a funeral procession with the women in their white Shama and carrying umbrellas of all colours. The sun was hot and bright, and they were being used as sunshades, to avoid the darkening of their skin as is the custom of Ethiopian women. I wondered if umbrellas were easy to make, so I bought one and took it to pieces. It did seem easy, so I wrote to ILO headquarters in Geneva to see if they could get details of the manufacturing processes. In due course came a reply from the ILO Branch Office, Tokyo, together with a reasonably detailed feasibility study prepared by Messrs. Shibamoto and Company of Tokyo.

This study described briefly the several processes required to produce an umbrella, a list of equipment necessary, types of raw materials and production norms for individual processes. This added up to being a job admirably suitable to disabled labour.

It had always been my hope to be able to establish a factory employing disabled labour which could be run on commercial lines and without the patronising charitable approach normally associated at that period with employment of the disabled. My view was, and still is, that carefully selected disabled can be matched carefully to selected jobs, with the aim that they would achieve a normal level of productivity in relation to the able-bodied. If this productivity from all the workers was achieved and management was good, then the factory would operate at a profit, or at the very least, at no loss. This, in comparison with the many, many sheltered workshops across the world which were operating under the shelter of government or charity subsidies. To recommend to any government of an economically underdeveloped country that a costly subsidy would be necessary to employ disabled would result in a negative reaction.

Ethiopia, in 1962-63, had no social services, no orthopaedic hospital, no prosthetic appliances, only one blind school in Addis Ababa for 30-40 pupils and a small school for the deaf in Keren in Eritrea, and the only organisation having interest in this work was the Haile Selassie I Foundation to which I was attached from mid-1961. In the period 1961 to 1964 the major event in rehabilitation was the opening of the School for the Blind at Sabata, which also had a prevocational training centre. Into this vacuum of rehabilitation the idea of the umbrella factory was introduced.

The concept was put on paper and sent to the Foundation for consideration. I had costed the minimum financial requirement at some US$40,000, allowing for initial capital equipment, tools, etc. and sufficient raw materials to maintain operations for a year until the sales became the main source of forward financing. It is still evident that at least four months must elapse between ordering raw materials and their delivery to the factory site.

After submitting the proposals to the Foundation and initiating a request to ILO for a technical instructor on umbrella manufacture, I was detached for a period of eight months to the ILO Field Office in Tanzania. While I was away, the Foundation approved the scheme and the machinery was set in motion to establish the factory. Unfortunately, only Ethiopian $40,000 instead of US$40,000 was provided as initial capital. At the rate of exchange in those days, Ethiopian $40,000 was equivalent to US$16,000. This lack of adequate running capital was the major problem over the next three years.

In fact, the Ethiopian $40,000 was insufficient to cover the initial stage of opening operations; when the first disabled entered the factory, we were already in debt to the tune of Ethiopian $1,374 - this figure sticks in my mind. I am emphasising this financial aspect as it is of major importance in any operation of this kind. Later experience has shown that unless adequate running capital is assured before the project is started, then the factory can fail. Only by devious methods of raising finance did the Ethiopian factory survive. To become an operational entity, the factory was named the "United Abilities Company" (a little plagiarism from Abilities Inc. of the USA) and the three original shareholders were the Haile Selassie Foundation (who operated the blind school), the Fund for the Disabled (20,000) and the School for the Deaf. The latter had started late and had no spare funds.

The buildings used were those originally occupied by a children's orphanage owned by the Foundation and a few walls were knocked out to give a reasonable working space. The Foundation held the title deeds of the land and buildings and these were lent to the company for use as security for a loan of, I think, Ethiopian $110,000 from the Development Bank of Ethiopia. This loan took weeks of negotiation. The idea was new and the financial position of the company very shaky and it is to the credit of the Development Bank authorities that they eventually took the risk. This was also the position of the Commercial Bank, and the Addis Ababa Bank, which also helped with overdrafts, though there were occasions when only direct guarantees from the Head of State saved the company's position. The Japanese companies were also of great assistance as they, contrary to their normal practice, gave 90 days' grace on payments of letters of credit for their materials and the company must be always grateful for this type of sympathetic understanding. So, to anyone at this training course contemplating such a factory, I would emphasise very strongly that assured long-range financing must be available before embarking on such a venture.

At this stage, I would also emphasise two other major factors necessary to success. The first is that management must be of a very high standard, and salaries paid for management personnel must equate to those in normal industry of the country. The second is that the manager must be allowed to manage and have the flexibility of operation which goes with management.

So the factory in Addis Ababa came into being and, before I returned from Tanzania, the Foundation had brought in a technician from the Japanese company who planned the layout and installed the machinery and an Ethiopian manager was in post.

Training started with some ten disabled, I think, three deaf and the others orthopaedic cases. The Japanese technician spoke no English or Amharic; I spoke no Amharic; the disabled spoke no English. The deaf spoke not at all. Within six weeks, about 25 disabled, including four blind, were employed, the basic training ended and umbrellas were being produced. This was done without any language communication which tends to suggest that, in vocational training, visual methods are the most important factor.

Selection of the disabled was not on any organised basis. It was mainly on trial and error but it was not too inaccurate in the event. The major aspect in relation to vocational rehabilitation techniques here was not the production of umbrellas but in fitting the different types of disability into the processes of manufacture. Some 16 processes were broken down to about 40, fitting a suitable disabled person into each new process. In many cases, the disabled themselves who, after all, know their own disability and their capabilities better than able-bodied ILO experts, social workers and the like, found jobs they could do and also suggested improved methods of production as they gained experience.

Entry into the factory was based upon the criteria that the factory was not responsible for where the disabled lived or how they reached the factory. These were their problems and it was most heartening to see how the initial entrants faced up to this responsibility, in many cases with extreme difficulty, several literally crawling to work. Once their wages became adequate, these problems were diminished as they mostly obtained communal living quarters near the factory. The facilities, which are today available to the disabled in the form of medical services, pension funds, etc. are a result of a policy which decided that money was rehabilitation and, that to obtain money, the disabled had to work for it with all the disciplines involved in normal factory work. Many of these original disabled persons are in responsible positions within the staff structure of the company today and it is due to their own initiative and perseverance in the difficult early days, together with the exceptional talents of the Ethiopian manager in the period after I left, that the UAC has become a major factor in the field of employment of the disabled.

I have not seen the company since the opening of the new factory buildings in 1971 and have not yet seen the operations of 1975, so I am looking forward to seeing what has happened in the intervening years. I can say for myself that the early days of the United Abilities Company gave me the most rewarding years of my life in rehabilitation - and a lot of hard work too!

5. Training of Personnel for the United Abilities Workshop

by

Wondimagegnehu Assefa

I. General

The United Abilities Company is an organisation engaged in habilitating disabled persons by giving them the opportunity of gainful employment. I have used the word habilitating instead of rehabilitation deliberately to stress the fact that the problems faced by the developing countries in this hemisphere are not the same as those the developed countries faced. In developed countries, where the idea of rehabilitation originated, the causes of disabilities are mainly due to industrial mishaps, war and/or misuse or abuse of the fruits of technological advances. In the developing countries most of our disabled brothers and sisters are the products of malnutrition and diseases which, the society they live in could not afford to get rid of due to poverty and lack of resources.

The idea of establishing the United Abilities Company was to create an economically oriented welfare institution which would, instead of merely caring for the disabled by providing them with food, clothing and shelter, give them an opportunity to engage in creative work and thus earn their livelihood. Even more than money, a disabled person needs a sense of his own dignity. He needs a useful place in the society. The best habilitation measure is then that which enables the disabled to gain his personal dignity along with his economic independence. This, I feel, is achieved and well-demonstrated in a very practical way by the United Abilities Company in its first ten years of existence.

II. Training at the United Abilities

At the United Abilities Company, where nearly 400 disabled persons are gainfully employed, the programmes are not geared to training the handicapped for placement elsewhere. The disabled are recruited to fit the jobs and then are given on-the-job training on how best they can be productive with their remaining ability. The formal training period varies from ten minutes to a maximum of one month, depending on the intricacy of the job content and the activeness of the trainee. The most time-consuming and/or the most difficult portion of the whole programme is the planning and the breakdown of the activities required for a certain job - down to its basic element so as to be able to match the remaining ability of the employable disabled with the activities required. This technique is referred to as selective placement and is one of the techniques used by rehabilitation workers all over the world. In developed countries, the most popular technique used is adaptation of jobs for the disabled. This technique is no doubt the best means of utilising the handicapped person's ability and residual capacity to the best advantage. However, its implementation could entail massive capital outlay beyond any developing country's allotted resource for rehabilitation programmes.

The general principle of adaptation of jobs for the disabled can very well be followed in the selective placement of the handicapped person, the basic difference being that the former tends to aid the handicapped person to carry out the total functions of a job's requirement with the help of special equipment to supplement his disability; the latter implements the division of labour amongst the various disabled as a team.

III. The basic principle

The basic principle followed by the United Abilities Company is job analysis. For the purpose of selective placement of the handicapped on a job which he can perform with his residual ability, a study is made as to how a job is done, why it is done in that manner, what part of the human body it requires, and whether or not it can be performed in a sitting position. Once this detailed analysis is made, it is relatively easy to match the residual skill of the individual handicapped person with the demands of the particular job.

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IV. The practical implementation

This basic principle has been implemented practically at the United Abilities umbrella and dry cell battery factories, and the blind, the deaf and people with impaired limbs and extremities are working as a team and turn out useful and attractive products.

To analyse more deeply how this basic principle is implemented, let us take the activities carried out to assemble umbrellas.

The job	Suitable disability
Cloth splitting	Blind and deaf - team work
Cloth edge sewing	One leg amputee
Cloth folding	Deaf
Cloth cutting	Deaf
Cover sewing	One leg amputee
Cover stitching on frames (first stage)	Below waist paralysed
Cover stitching on frames (second stage)	Blind
Inspection and packing	Blind, deaf, paralysed - team work

V. The advantage and disadvantages of this technique

The advantage of this system is that any project can be implemented without the need for special equipment suitable for certain categories of handicapped persons and equipment which is beyond the acquiring capacity of developing countries. As the job is broken down into its basic elements, the skills required to perform such limited and repetitive activities would also become minimal.

Splitting the various functions to be carried out to perform a job to several handicapped persons might be considered a disadvantage in terms of economy. However, if, at the time of planning, the optimum level at which the job breakdown can be made economical is ascertained, this disadvantage would be turned into a golden opportunity to reduce unemployment.

VI. The achievements of the United Abilities Company

In September 1964, the first group of disabled trainees totalling 27 were introduced to assembling umbrellas. The division of labour was made following the basic principle of analysing job content and matching that with the residual ability of the handicapped trainees. By November 1964, the workshop had already been transformed into a productive unit. Every year the unit kept on growing until it developed into a modern umbrella-manufacturing unit and the total disabled people employed in the trade reached 286 in 8 years. As the number of people employed in the umbrella factory reached the optimum level, a second manufacturing unit in the dry cell battery factory was planned and established and nearly 200 disabled are productively engaged there. In 10 years the small assembly unit was transformed into a holding company and further transformed the employed handicapped people from a status of helpless dependency into active, productive and useful citizens.

6. The Organisation of Production Work and Sales Outlets

by

Mr. E. Marland

To organise production work and sales outlets, it presupposes that you have a production manager and a sales manager, or lower down in scale, a foreman or supervisor and a salesmen. In either case, these are the most important posts in a centre or workshop employing the disabled. You can do without the general manager of a company for a month or two, but not the man in charge of production or sales. It is possible that the sales manager, when the factory is operating, is the key individual, as he must sell the product to the consumer. He does, in effect, decide production: if the market requires a new design, then he must acquaint the production side of the change. If one particular item is not selling, then he must advise the production manager that the item be dropped. He is the external eye of the internal management.

These are theoretical positions, as is so often the case in employment facilities for the disabled, the production manager and the sales manager are the same person, though at times, one does find there are managers and superintendents who are purely administrative, and production is left to the instructor and sales to a low paid officer. Another problem is that many workshops for the disabled have several trades being operated. Each trade has its own production methods requiring a technician or specialist in each particular trade, each trade requires a different sales technique, in addition to an individual product costing and wages system. In a multitrade workshop there will always be a higher overhead cost to be covered by the sales income. I refer, of course, to sheltered workshops or factories, not to training centres which may have a subsequent responsibility for selective placements.

Where you have sheltered workshops which work on a basis of obtaining subcontract work from external product manufacturers, this being a popular and cheap method of maintaining employment for the disabled, then the sales function changes to one of obtaining and maintaining a regular supply of subcontracted orders. The salesman does not sell a product, he sells labour.

Whether the factory is producing a single item, a variety of items, or is on subcontract work, production methods are the key to high productivity and high productivity means elimination of loss, and/or making a profit. Productivity per head is even more significant when the labour force is disabled, and even more so, when the main content of labour are blind persons. The product made has to reflect the abilities of the disabled, and is necessarily labour intensive due to the limited job possibilities. Mechanisation in the disabled employment field is only to be encouraged where it is absolutely essential in the production process. (Umbrella covers could be stitched by hand but a sewing machine is an obviously necessary item.)

The production manager or supervisor must be technically competent in the total processes of manufacturing the particular product as a basic qualification. He must be totally aware of the cost of raw materials, the cost of labour and the overhead costs of the production unit. With all these factors he will then be able to decide the total cost of the item produced on the shop-floor level. It is usual that higher management, in consultation with the sales manager, will establish the selling price to the market.

Where you employ disabled labour, then the work of the production manager becomes more difficult: he has to have a good knowledge of the vocational rehabilitation process, understand the capabilities of each type of disabled person employed, and decide which job or part of a job is suitable to the person, having in mind that full productivity from each individual disabled man or woman is the aim. The disabled person too plays an important part in the selective process. In Africa generally, the disabled have had their disability for a long period, possibly due to lack of medical treatment at an early age, and may not come through to vocational rehabilitation for many years. He will have adopted a pattern of living to suit his disabled condition and he, better than anyone, knows his capabilities. He should be allowed to indicate what process or processes in a factory he thinks he can do, what machines he can operate, etc. This selection process is also possible where a high level assessment unit and prevocational training facilities exist.

Another major attribute of a production manager is that he must be innovative. Production can be considerably improved by the use of better methods, where a production line system operates, as in umbrella manufacture; lay-out of the factory is most important. The movement of the product from one operator to another must be minimal. Time is wasted when a worker has to walk across the room to fetch an item which should be at his side. In the early stages of the umbrella factory, the shape of the buildings were far from suitable and several times the production lay-out was changed, but not until the new factory was built did it become satisfactory. Working methods can be improved. The best example on umbrellas was with the blind who hand-sew the rib stitches. Originally they used the special needle threader developed for the blind (and these are useful for anyone who finds it difficult to thread a needle). This slowed production so was changed to allow the needle to be threaded by the sighted disabled person who worked alongside the blind person. This also facilitated colour selection of the threads. Another example is the metal cap which fits on the end of the umbrellas. Originally this was done by drilling a fine hole through the cap and the shaft and putting a small nail through the hole. This method took about two minutes per umbrella, but by using a centre punch, the two pieces of soft metal were forcibly joined and this takes about five seconds. The result is increased production, and incidentally, a much less complicated process. Several examples of this nature can be quoted, whether in the saving of labour costs or, equally important, in the elimination of waste materials. In umbrellas it is probably more important to avoid waste than to save labour costs as raw materials are 80 per cent of the final cost of umbrellas.

The emphasis on production methods will apply to any product manufactured. A final example, seen in an Asian country recently where blind persons were packaging the minor items for airline meal trays, the sugar, salt, toothpicks, knives and forks etc. were put into a small plastic bag and then sealed. Each blind person had these items in a box in front of him and a small sealing machine on his right (it should have been at his left), and completed each bag with its contents himself. It took approximately five minutes to fill and seal the bag. Had this job been slightly mechanised, the bag moving on a continuous belt, with one blind person putting only one item into the bag as the line moved and it being sealed finally by one person, the time taken would have been cut to one minute per bag. As piece-work rates were being paid, all the blind collectively would have earned more, though the sales organiser would have had to find more packaging orders to cope with the higher productivity.

Turning to the sales outlets aspect of this paper, it is hoped that the factory for the disabled that was started was the subject of a feasibility study before it was opened, and that this study indicated that the product was saleable over a period of years. If it was not so indicated, then the factory should not have been opened. It may be that there are competitors producing the same item, or as in most developing countries, the competition comes from imported items. In either case, an aggressive sales policy is indicated, remembering that business transactions are not based on sympathetic considerations even if your business is also assisting disabled persons. The market has to be fought for against opposition and any advantage, preferably legal, that can be obtained should be taken. Against a local competitor, the factory for the disabled is not compelled to make a profit, a no-loss condition may be satisfactory, but the competitor has to make a profit. The factory for the disabled has, in these circumstances, at least a 25 per cent edge on price and can undercut the competitor. The alternative, if it is possible, is to produce a higher quality article at the same price as the competitor, but in the economic situation existing today in most countries, the public tends to buy on purely cheapest price considerations.

If the competition is against imports, then the usual and quite legitimate resort, is to request the government to increase the import duty on the imported article. A generous government, if sympathetic to needs of employing its own disabled, might even make it a prohibitive duty which would stop all imports and give the factory a virtual monopoly. This too, is to me reasonable, as long as the factory does not abuse this monopoly situation.

Given that the product is totally saleable, the method of sales must be studied. One assumes that quantity sales are the aim, not individual items. Then, if import substitution has been achieved, the first thing is to establish whether the previous importers are prepared to handle the local product. This has the advantage of being able to use existing distributors who are knowledgeable of the product and have a national sales distribution system existing.

A second method is to give the sole distribution rights to one trading company, and this has the advantage that you do not effectively need any sales organisation in the factory. The sole agent takes away the production and sends one cheque, probably on a monthly basis. This simplifies the factory administration considerably. The only danger in this system is that being completely tied to one company, that company may decide that they can progressively ask for price reductions to increase their profits, at the expense of the factory's manufacturing profit.

The third method, where neither of the other two methods is possible, is to institute your own sales structure. This means a sales manager, a squad of salesmen usually paid on a salary plus commission basis, the provision of suitable transport for the salesmen and of large delivery vehicles, and the expectation of bad debts, etc. This is costly but may be essential, therefore sales costs must be included in the sale price of the article produced. This assumes that the article is a consumer requirement and must be sold through retail shops. Acting as your own distributor does, of course, mean that you obtain a higher profit income as you are eliminating the wholesaler, and this off-sets the cost of sales included in your marketing price. It does have an advantage in that you may increase the numbers of disabled in employment by using them as salesmen.

In conclusion, you will appreciate that I have only touched on a few aspects of production and sales. There cannot, in fact, be any well-defined policy for both these important aspects, it will vary with the product produced and the local conditions where the factory is established. But, as I emphasised earlier, make sure that all the relevant facts are gathered before you decide to open a factory for the disabled.

7. Expansion of the Umbrella Factory and Introduction of New Products

by

Wondimagegnehu Assefa

I. Objectives of the United Abilities Company

The primary objectives of the United Abilities Company were:

(a) the creation of employment opportunities for the disabled;

(b) the training of the disabled and transforming the unused labour into productive and active manpower.

To translate this set of objectives into deeds, the company established an umbrella-assembling unit in September 1964. The first 27 disabled were picked from the street and given on-the-job training on how to assemble umbrellas from imported components. Japanese technicians and an Ethiopian-trained technician were involved at the first stage as the trade was totally new to the country. The ILO played a very active role by actively providing two of its experts as well as giving fellowships to the technical staff of the company.

By November 1964, the training period was over and the trainees were ready to produce marketable umbrellas.

II. The capital invested

The initial capital that was at the disposal of the company's management group was one hundred thousand Ethiopian dollars (Eth. $100,000) - contributed by three private welfare organisations. This initial capital was just enough to cover the cost of fixed investments on machinery and some costs of the raw material required. Hence, for working capital and expansion programmes, the help of financial institutions was sought from time to time and the help was made available by the said institutions as and when a tangible and viable programme was submitted by the management of the company. These financial backings, coupled with the retained earnings from the company's activities, helped the company to grow from year to year. Now the company's net worth is in the region of two and a half million Ethiopian dollars (Eth. $2,500,000) or 250 times as much as the initial capital.

III. Progress of work

From the date of inception, the company was gradually growing in every aspect of its activities, and in the third year of its operation, the number of handicapped people engaged in its programmes was 176. Production in that year alone was in the region of 420,000 umbrellas, which brought in a gross sales income of Eth. $1,389,175. In the fourth year, employment grew to 196 and production to 610,[illegible]36 umbrellas. As this production level was thought to be the maximum marketable in the country, the groundwork for expansion of the company's activities into other programmes was made and that year the assembling of umbrella frames from imported components was started to serve as a base for the manufacturing of the components at a later date.

By 1970 the additional auxiliary production unit for the manufacture of metal components and parts of the umbrella frame was operational. The addition of this unit not only transformed the initial assembly unit into a fully fledged umbrella-manufacturing factory, but also gave the company the opportunity of creating employment for an additional 90 handicapped persons, thereby bringing the total number of disabled persons engaged in the trade to 286.

This additional production unit also increased the profitability of the total operation of the company, thereby giving it more retained earnings to accelerate its rate of growth.

At that level of employment, the company was able to produce the total requirement of the country for umbrellas, and it was thought uneconomical to engage additional hands in the trade. Therefore, the company's management was compelled to expand the company's activities into side-line productions as it was daily being approached by more disabled people seeking profitable employment. Accordingly, a complete feasibility study was made on the possibility of manufacturing dry cell batteries by using a disabled labour force. The study was finalised and submitted to the company's board for approval in 1970.

In 1971 the industrial license was granted to the company to manufacture dry cells and all the necessary machinery and equipment was ordered. Incidentally, I would like to mention here the fact that none of the machinery and equipment installed either in the umbrella factory or in the dry cell battery factory is specially designed to be operated by the disabled. It is the normal equipment generally operated by non-handicapped people.

IV. The industry selected (dry cell battery factory)

Ethiopia had no dry cell battery manufacturing industry prior to 1973. All batteries used in flashlight torches, radios and other devices were imported at the expense of the nation's much-needed foreign currency. The growing demand for dry cell batteries throughout the country is likely to continue to increase steadily for an indefinite period due to the wider use of flashlight torches in both the rural and urban areas and by the advent of low-priced battery-powered radios made possible by the development of transistors.

As technological advice and know-how were readily obtainable from the developed countries, the establishment of this industry by the United Abilities Company to substitute for imports was found to be a feasible proposition.

V. The job analysis

A section of the feasibility study of the selected industry was devoted to the analysis of the various jobs required to be performed to manufacture dry cell batteries in order to determine the residual capability required to perform the jobs.

The following table was extracted from that section which contains personnel required to meet a full single and double shift production along with the groups of disabled persons who were considered suitable for the jobs in question.

Job specification	Employee's disability	No.
Store keeper	Leg cripple, or one arm amputee	2
Accounting clerk	Leg cripple, or one arm amputee	1
Electrolyte making	One deaf, one leg amputee	2
Mixing	Deaf, leg amputee	4
Tamping	Deaf	2
Zinc can arranging	Blind	1
Lower washer inserting	Leg cripple	1
Paper wrapping	Leg cripples	7
Centre piece inserting	Leg cripple	1
Centre piece removing	Leg cripple	1
Top collar inserting	One leg amputee	1
Asphalt pouring	Leg cripple	1

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Capping	Deaf	1
Brushing	Deaf	2
Voltage reading	Leg cripple	1
Amperage reading	Leg cripple	1
Washer inserting	Blind	2
Tube inserting	Cripples, blind	5
Seal and metal jacket inserting	Cripples, blind	3
Steel inserting	Cripples	3
Curling machine operation	Cripples	3
Packing	Cripples, blind, deaf	5
Section supervisors	One leg amputee	5
Paper tube making	One leg amputee	1
Tube cutting	Blind	2
Tube curling	Blind	6
Metal sheet shearing	Deaf	2
Metal jacket making	Cripples	2
Zinc can making	One leg amputee, deaf cripple	4
	TOTAL (single shift)	71
	TOTAL (double shift)	136

The introduction of the new product to be manufactured by the disabled labour force was never a problem, as every handicapped person engaged in the process was assigned to perform a job which was within his residual ability.

V. Conclusion

In conclusion, I would like to say that for those who know the United Abilities Company well, it will come as no surprise if I say that the object of that organisation was to give opportunities to the disabled, but not charity. As far as I am concerned, I wish to see constructive changes soon in the way the problems of the handicapped are looked upon and resolved by the developing countries, including mine.

I proudly recognise, too, that the United Abilities Company, of which I have been a member for nine years, has been relevant for the last decade to one of Ethiopia's neglected social needs, and I hope it will continue to lend its considerable experience in the field of vocational habilitation of the disabled to other developing countries. However, the pace of yesteryear was entirely too slow at the United Abilities Company. Things are now happening in a revolutionary way, on a scale and scope bigger and faster than ever before. So, as the United Abilities Company is actually a part of that revolution, it should welcome the considerable challenges of the years just ahead.

8(a). Production Workshops for the Disabled in African Countries

by

Sam Niwa

Definitions

1. "Production work"

Manufacturing or processing in which many units of a similar kind are produced. This kind of work ordinarily lends itself to division of labour (Dictionary of Personnel and Guidance Terms, edited by W.E. Hopke, Chicago, 1968).

2. "Sheltered workshop" is often, but should not necessarily be, a cost-subsidised establishment where work is offered to persons who, due to a combination of severity of disability and/or labour market conditions, cannot secure competitive employment.

3. "Rehabilitation workshop"

A rehabilitation facility which uses work principally as a means to enable an individual to achieve the ability to work under competitive conditions. It stresses a transitional work experience rather than extended employment.

4. "Co-operative"

An association of persons who have voluntarily joined together to achieve a common end through the formation of a democratically controlled organisation, making equitable contributions to the capital required and accepting a fair share of the risks and benefits of the undertaking in which the members actively participate (ILO Recommendation No. 127).

Organisation

5. In many developing countries with high levels of unemployment, sheltered/production workshop programmes are likely to continue to be a feature of resettlement programmes for disabled persons, both in rural and urban areas, for some considerable time. The employment-creation role of such workshops is of the utmost importance. Government should give priority to the development of production workshop schemes. This could be done by promoting new projects or supporting existing workshops run by voluntary organisations.

6. There is a prevalent concept that sheltered workshops are establishments for those disabled unfit for open industry, and by implication those disabled employed will have a low level of productivity and thus the workshops will incur losses and require subsidies both on the wages and trading sides.

7. In setting up a workshop, apart from capital investment and running costs, location is important. Consideration needs to be given to:

- availability of suitably trained workers in the area;
- transportation of raw materials and finished products;
- wholesale or retail outlets;
- availability of land and buildings;
- good road and/or rail communications;
- availability of water and power;
- availability of essential supporting services (education, social, medical).

8. Production workshops schemes should start as modest projects in existing buildings (rather than purpose-built), with the type of production work being determined through a careful market survey.

9. In establishing a pilot production workshop scheme special consideration should be given to examining the possibility of developing, as a temporary measure, facilities in the form of a modest multi-purpose centre providing such services as assessment, guidance, training, placement, etc. in addition to sheltered employment. Such a multi-purpose centre might be an ideal starting point for solving a wide range of resettlement problems of individual persons.

Production work

10. Developing countries do present unequalled opportunities (which do not exist in developed countries) for the establishment of production workshops. Most are still importing the bulk of their consumer goods and each trade related to these goods is a potential local industry.

11. The work programmes in workshops should be as flexible as possible in order to meet the ever-changing job requirements, market demands and training needs. Market research is essential, combined with the maintenance of quality of product through management and administrative control.

12. Various kinds of industrial assembly work present new opportunities for employment of the disabled in workshops. A complicated work process may be broken down into a large number of simpler operations so as to enable even a severely disabled worker to participate in some work best suited to his capacity.

13. More emphasis should, therefore, be given to the operation of workshops on small-scale industry lines rather than in conventional trades traditionally accepted as suitable for the disabled. Indigenous traditional crafts are often overcrowded, making it impossible for the disabled to compete.

14. Sheltered employment is a labour-intensive rather than a capital-intensive measure and therefore the introduction of any expensive automatic machines in workshops should be carefully considered in the light of the need for high productivity against the need to employ the maximum possible number of disabled workers.

15. In some cases labour-only subcontracts, with all materials and tools supplied, may be a beneficial arrangement for a workshop if long runs can be negotiated.

Feasibility study

16. The establishment of any production workshop scheme should be based on the findings of careful feasibility studies on:

(1) prospective employees;

(2) building facilities and equipment required;

(3) possibility of obtaining subcontract work;

(4) source of raw materials;

(5) marketing;

(6) availability of qualified staff and management;

(7) financial support;

(8) relevant import and export figures;

(9) bank and loan charges for initial and working capitals;

(10) every possible cost that might affect the trading position.

17. There must be a reasonable certainty that the workshop will operate profitably before any investment is made. Far too many schemes for the disabled have been established in a completely opposite manner; the product is introduced simply because it was seen to be in another country by disabled persons which may have an entirely different market demand.

Financial support

18. Whilst the tendency in the past was to regard vocational rehabilitation and resettlement schemes from a humane and charitable point of view, the economic value of employing large numbers of persons who would otherwise be a charge on society is gaining wider recognition.

19. There is every reason to hope, therefore, that government planners will accord higher priority to allocation of funds for vocational rehabilitation programmes, thus permitting the development of services which in some cases have stagnated owing to lack of essential financial support. Such support is required not only for capital outlay but also for recurrent expenditure of salaries, allowances, raw materials, maintenance and running costs at least for a period of initial development (say three years).

Disabled workers

20. The question of mixing various disability groups in a workshop has been the subject of much argument, particularly in developing countries, over the years probably because many schemes followed a pattern of voluntary body ownership with some degree of autonomy. Each disability group tended to look after itself in its compartment, and co-operation between these voluntary organisations was not always at a maximum level.

21. To set up separate establishments to cater for each of the various disablement groups is an uneconomic and not so effective way to solve the problems of education, training and employment of the handicapped. This principle of integration is particularly important when considering the establishment of production workshops. The sooner individuals become accustomed to working in mixed groups the better are their chances of success.

22. Integration should therefore be the established pattern. If the blind are integrated with other disabilities, the physical deficiencies of each are complementary, when jobs are carefully selected and full productivity obtained from each of them.

23. The failure rate of rural rehabilitation and production workshops may be due to disabled workers because of:

- nature of the long-term disabilities;
- lack of desire of many of the disabled to be rehabilitated and employed;
- the fact that the disabled have become so well adjusted to their disabilities;
- sophisticated patterns of rehabilitation only serve to upset an established life pattern.

24. Care should be exercised in recruitment as, even in the presence of severe physical defect, function may remain to carry out a particular process in industrial or commercial activity.

25. Although the individual disabled person must be given the benefit of any doubt, on the other hand manpower programmes would lose their purpose and economic value to national development if valuable time is wasted in attempting the impossible.

26. The charitable approach and soft welfare cushion should be removed from under the disabled workers at workshops. He must conform to the rules and disciplines which apply to ordinary factory workers. He must arrive on time, keep up production at high tempo. In short, he is being treated as a normal person.

Facilities

27. Residential accommodation, which usually absorbs a heavy share of an available budget due to round-the-clock manning, should be avoided if at all possible.

28. In the absence of convenient public transport, some countries provide coaches or other specially adapted vehicles to take workers to a workshop each day and back to a district central point.

29. It is considered that sheltered/production workshops offer an ideal setting to demonstrate how job adaptation techniques may effectively be practised and to obtain expert guidance for relatively inexpensive modification and adaptation of tools and machines for individual disabled workers.

Wages

30. There is need for carefully planned incentives for workers either on a group or individual basis as in payment by results or efficiency payment schemes.

31. All the wages paid should be based on productivity from each employee. Continuous checks are necessary to see that production norms are reached. When an employee falls below his daily quota he is warned, and if he does not improve his wage grade may be dropped until he improves.

Management

32. The success of any workshop depends largely on the managing staff who control productivity.

33. There is a need to avoid a top-heavy administration in relation to the number of disabled in the workshop. It is not uncommon to find that the number of staff employed on administration and technical supervisors outnumber the disabled, with a consequent disproportionate cost ratio.

34. Salaries and conditions of service should be commensurate with those standards and the level of work to be done. The salary scale should compare favourably with those in comparable posts in other fields and have a similar scale of progression. It is considered that one of the main causes of staff shortage (and also the difficulties often encountered in retaining personnel) is the lack of an adequate salary scale.

35. In the case of selecting a sheltered workshop manager, it is imperative that his inherent capability for management and his management knowledge be the main criteria for his selection.

36. Suggested staffing cadre for production workshops (100 workers):

1	Manager
1	Welfare/resettlement officer
1	Sales officer
1	Account clerk
1	Storekeeper
4	Workshop supervisors
1	Van driver
1	Watchman
1	Labourer
1	Cleaner
13	Total

37. Those in charge of workshops should constantly be aware of the trends of technological advance, mechanisation and automation in industry with particular reference to their possible effects on the management and operation of workshops and employment potential of disabled workers.

Community involvement/publicity

38. Community involvement at the earliest possible stage of planning is essential and this can be realised through the formation of a committee on which all rehabilitation interests are represented (governmental, non-governmental, employers' and workers' organisations, etc.). It can help to educate the public, modify its attitudes and prejudices and explain policy in vocational rehabilitation of the

disabled. Through the committee, good public relations can be fostered, encouraging fund raising in support of projects for which government funds are not readily available.

39. Every production workshop scheme should have a well organised publicity programme in which all forms of communication media are fully utilised to build up a favourable public image concerning disabled workers in the community. In countries where there are no other facilities for employing the disabled, production workshops would be a good means of educating the public about the working abilities of the disabled. These schemes should also provide a stepping-off place for the later establishment of further vocational rehabilitation services.

8(b). Production Workshops for the Disabled in African Countries

by

Otto Wandall-Holm

Why are we at all interested in arranging production workshops for the disabled?

First of all, it is, of course, the problem of unemployment. When the assessment and the rehabilitation has ended, it is, as most of us, I am sure, have experienced - extremely frustrating if there is nowhere to place the handicapped. In this situation, where the strict normalisation fails, it is natural to start to think of some sort of ersatz (substitute). Before going closer into that I should like to offer a few remarks on two questions:

- To what extent - in which situations - is it acceptable, or not acceptable, that a handicapped is refused placement in open industry?
- Do unemployed handicapped people more so than other unemployed people need to have special arrangements for employment, or should they share the burden of unemployment with the rest of the unemployed part of the population?

I. A handicapped person refused placement in open industry

There might be many reasons. It may well be that it is the handicapped who is not rehabilitated and trained properly. It might also be that the well-trained handicapped, after all, has not the right personality and that he cannot work together with other people; that he interrupts the flow of work. Perhaps he is really unwilling to work. We should not here waste much time on such cases, which normally should not have been presented for placement, as they might spoil the chances for others. More interesting for our discussions is the situation where both the disabled person and rehabilitation are satisfactory but where the handicapped is refused placement in a vacant job. Here, I think we should be a bit more sensitive as to the reason given by the employer as well as the number of occasions such refusals take place. All of us here know that there are plenty of normal jobs which could easily be performed by a well-rehabilitated handicapped person. When the employer or shop-steward, therefore, refers to the handicap as an excuse for not considering the application, this could be considered as a form of discrimination. Such discrimination is contrary to the fundamental principles of human coexistence; handicapped or disabled people should be dealt with on the same lines as other questions of human rights, where the problem also is that someone, for unjust reasons, is prevented from participation in important activities of life. The measures to be taken against such phenomena are in general: public relation activities, and towards the one who discriminates: some unpleasant sanctions.

My conclusion so far is that we should diminish the need for special workshops for the disabled as much as possible through a vigorous public-relation activity to combat discrimination and the ignorance of the problems of the disabled and towards a better knowledge of the situation of handicapped people.

II. Do unemployed handicapped people more so than other people need special employment arrangements?

This argument of discrimination is, in an unemployment situation, only the argument that some disabled should be taken into consideration for the limited number of jobs. But should the burden of unemployment not be shared by the disabled with the rest of the population? Do unemployed handicapped people more so than other people need special employment arrangements? It might, to some extent be some sort of a segregation to set up special workshops for the disabled but are there, nevertheless, strong reasons to do so? Warm-hearted feelings of charity and pity are, I think, not enough here where we talk of a preference for the disabled to the general public. Such feelings are, furthermore, often rather damaging to vocational rehabilitation. I shall not tell you what is right or wrong in this respect, but some arguments could be given in favour of providing the disabled or handicapped with more job opportunities than the rest of the population:

- The discrimination mentioned does not disappear from one day to the other and some support for the disabled in the fight against discrimination is certainly necessary. A good production workshop could be of use here and at the same time by way of example serve as a platform for public relation activities.

- Some disabled people prefer to work together with other disabled people. Such personal wishes should be respected even though the disabled people, in the long run, unavoidably have to shoulder themselves, the public relation activities for general acceptance.

- A number of handicapped, usually the severely handicapped, are only able to work under such individually adjusted working conditions that it is practically impossible to arrange this in normal industry.

- In the case of special groups such as the leprosy-handicapped, where the social acceptance causes special difficulties, a production workshop might make it easier to arrange a normal life in normal surroundings outside working hours.

- Work is of special importance for many handicapped people and not just from the economic standpoint. To have a job strengthens one's position in daily life and may provide the only opportunity for contact with other people.

- The handicapped already have the heavy problems of being handicapped to cope with - it is not fair and just that they also suffer from the ill-effects of unemployment.

- From an ideal point of view, all handicapped should be entitled to receive full training and rehabilitation. The rehabilitation is almost completely wasted if it is not closely followed by permanent employment.

- It might be much more difficult for a handicapped person to get into work again than for other people.

I am sure that much more could be said both against and in favour of certain privileges for handicapped as far as employment is concerned, and many of the arguments I have mentioned need to be much more substantiated. What I want to stress is, that the question of having special production workshops at all for disabled persons might certainly be looked at from many different angles and that this question is a part of the general placement problems.

III. How big is the problem?

The World Health Organisation has estimated that 10 per cent of the world's population or 400 million persons are physically or mentally disabled and in need of special services to enable them to participate in active social and economic life. I think it is worth noting that the mentally retarded form the biggest group with 25 per cent and that the number of all the mentally handicapped - both the mentally retarded and the mentally ill - equal the number of physically handicapped people. I wish to point this out very strongly because mentally handicapped people in general are not able to plead their own cause or able to form pressure groups. It is, therefore a special obligation to all governments and planners of social and rehabilitation services as well as to the administrators and the professionals working in the field to ensure that equal efforts are made to rehabilitate and employ the mentally handicapped as for all other groups.

Ten per cent of a population - the handicapped - is a very large number and it is evident that the need for special services which, as we heard is necessary if these people should participate in active social and economic life, is not met by setting up some workshops with 20 or 50 places. We have to think on a much bigger scale. This also means that we should claim a much bigger part of the national budget. Then, of course, you will immediately ask: how could we afford this? It is not necessary here to mention that if mankind stopped wasting money on wars and other destructive activities, there would easily be money enough. What I should like to point out is that this way of spreading out the national income by moving a greater part of this income into social schemes including vocational rehabilitation, might be one way of starting new production workshops for the disabled; it could also start a new circle of demand and supply and thus create new activities in a country.

The ILO, in a report called "Employment, Incomes and Equality" (Kenya, 1972) strongly stressed the importance of promoting greater equality among regions, districts and individuals with regard to income, education and other opportunities. It is also pointed out in this report that inequalities in incomes and opportunities are not merely among the consequences of unemployment and other employment problems but among their causes as well. I must also mention the Scandinavian countries where a long peaceful development and a consequent redistribution of growth, over decades into social arrangements has created wealthy societies even though those countries are not rich in natural resources.

As already indicated, 10 per cent is a very large proportion of a population and the inactivity and inequality of such a big group is certainly a great drawback to the national well-being. This problem is naturally far from being solved by setting up production workshops. It would, as I said before, even be some sort of a segregation if we tried to set up workshops specially for the disabled on such a scale. If we want to solve the enormous problem of employment of all disabled, we should, therefore, first consider the preventive side: that means, for example, that we should pay special attention to all children and especially to exposed groups of the population which might develop some sort of handicap or disability. We must ensure - this assumes an effective administration - that all in danger of being handicapped are kept in a normal life situation and not debarred from normal schools and other normal social and employment arrangements. Then we must also ensure that inactive disabled persons, as far as possible, are reintegrated into the normal system and then for those who are not reintegrated in this way, we must try to create special employment opportunities, including production workshops

IV. Development of production workshops

These production workshops should, wherever possible, be developed on the lines of industry and set up on a scale where it is possible to make rational running and layout of production and economically favourable buying of raw materials. As a matter of fact, this is the small-scale industrial enterprise we are looking for or, if we are sure that our organisational arrangements are able to carry it - large-scale industry. This is the reason why we in the ILO do not use the term "sheltered workshop" so much any more. We should like to get away from the traditions which are associated with this expression for it is often associated with some sort of welfare institution with low productivity and poor wages where the handicapped groups are segregated, producing very traditional articles with very little thought given to price and marketing and, therefore, depending on charitable support and donations. As a matter of fact, such workshops are not really socially or economically integrated. That is the reason why we must start to think in a new way and/or in other terms.

Do we then have examples of such new types of production workshops, which, next to the object of producing and selling, have the aim to cater to the employment of handicapped?

First, you have already seen the umbrella and dry cell battery factories here in Addis Ababa. In Rwanda, 600 severely disabled earn a living by producing the cheapest transistor radios on the African market. A shirt factory there is now looking for export possibilities. Also, the highly developed programme of the Polish Invalids' Co-operative Union which provides employment for more than 200,000 disabled persons must be mentioned as well as the Dutch system of workshops, some of which have more than 1,200 disabled workers.

In Africa, we must naturally consider that most of the population live in rural areas. Of course, all efforts should be made to keep the disabled within normal activities of farming, gardening, etc., as well as within the employment possibilities in the service sector, but in these areas, attempts could be made to set up smaller workshops and not least, co-operatives, special plantations, etc. The problem here is the transportation costs both of raw materials and of the finished products and eventually of the disabled workers to and from work. These problems could be met by recruiting workers who live near to the workshop by using local raw materials or by producing small and light items where the transportation costs could be minimised in proportion to the production costs. Also the utilising of local craft skills to produce jewellery, articles for tourists, etc. should be mentioned, but often it will be difficult to obtain a reasonable price for the products compared with the output of work and very often the sale will depend upon swiftly changing and very uncertain marketing conditions.

What factors should be taken into consideration when establishing such a workshop?

- A production workshop scheme for the disabled or handicapped should not be set up as an isolated programme, but only as a part of a predetermined practical and strongly supported policy towards full rehabilitation, training, integration, placement and normalisation of the handicapped.

- The production workshops should play their important role within this pattern but at the same time be an integral and active partner in trade and industry.

- Often the sales and marketing create the greatest difficulties when establishing a workshop. The problem is to find the type of production where the products can be sold at a reasonable price - this means a price which can give not only a normal wage to the workers, but also covers the costs of raw materials and also some depreciation and reinvestment. It is usually necessary to have some protection or financial support, at least in the initial development stage. A field of production which we possibly should have in mind nowadays and which also should be in the interest of the Government is the re-use of waste products.

- As for the production itself and also when we select the product or products, we need technical skills to secure a rational layout. It should be remembered here that if a complicated work process is broken down into a large number of more simple processes this might reduce the length of training required and facilitate the employment of a wide range of disability groups.

- We must, of course, consider the employees, their handicaps and abilities, and also the ways and means of remuneration. Productivity-promoting methods of payment should be considered, but in some cases, protective tariffs are preferable. Good working spirit and discipline and, above all, a good atmosphere in the workshop are essential. Not least for this reason, the employees' participation to the highest possible degree in the whole running of the enterprise should be aimed at.

- The accounting system and the control of the economy and store should be given special attention.

- Also, great importance should be attached to the finish of the products and their quality control. In all, the general reputation of the workshop as to delivering the products on time, their quantity and quality are of paramount importance for the prospects of the workshop. It is, therefore, very important that the workshop never takes orders which it cannot fulfil. This could adversely affect the climate at the working place where the workers are pressed; it could also damage the reputation of the workshop. It goes without saying that the fact that the workers are disabled should never be used as an excuse for such negligence, which really is due to bad management.

- Government support is normally necessary especially in the initial stage. Both some kind of monopolisation, e.g. import restrictions and direct economical support can be used. Government might also be instrumental in seeking foreign aid and assistance from international agencies such as the ILO for experts, volunteers, equipment, etc. More constant economical support from government could be related to the number of handicapped workers or eventually take the form of a contribution to the salary of the individual handicapped, after an evaluation of his working capacity.

- The government, for its part, should be well informed on the running of the workshop and especially of the financial implications. As a general rule, it is important that the responsibility and the independence of the workshop are respected to enable the management of the workshop to follow the rapid changes in the open market.

Final remarks

We all live in a world of industry, division of work and mass production. There is, in spite of oil crises or financial crises, no way back for mankind. We may slow down the speed, we may try to spread out our activities, we may be forced to economise the resources and to start big programmes for reuse of wasted raw materials, but without an enormous disaster we cannot go back to a natural economy.

It is our job to try to discover how the handicapped can be included in this vast process. The way is equalisation, normalisation and participation which were the items for this paper - participation in the productive activities in such a way that no one is left to his own devices.

8(c). Production Workshops for the Disabled in African Countries

by

Wondimagegnehu Assefa

First of all may I stress that the process of setting up and establishing a production workshop for the disabled should not be treated any differently from that of establishing any production unit. All the necessary studies as to the economic viability of the unit should be made but with additional details of what part of the production process should be undertaken by which particular categories of handicapped people.

It should also be remembered that a certain product being manufactured by the disabled in one country, is not reason enough for another country to start a production workshop for the same article. There might not be a market for it in that country and/or it might be costly to produce locally due to special indigenous problems.

To summarise, I would, therefore, like to mention in sequential order the important steps that must be taken and considered before any investment is made in developing production workshops for the disabled.

1. Feasibility study

A thorough feasibility study as to the viability of the identified production unit should be undertaken prior to investment so as to guarantee a reasonable degree of certainty in the continuity of the project without a massive subsidy or aid from the government or sponsoring agencies. The market situation and the acceptability of the product in relation to cultural, regional and climatical factors must also be carefully analysed.

2. Selective placement

Next, a detailed analysis of the job content of the items to be produced must be made with a view to finding out what part of the human body would be required to perform a particular function in the process. Such an ergonomic approach will help ensure that the skills of the several disability categories can be fully utilised. The part of the exercise will also help the planner in making his choice of the type of machinery and equipment to be used in the production workshop.

3. Selection of equipment

For almost any production workshop, machinery and equipment and know-how can be readily obtained from the developed countries. However, in selecting equipment, more care should be taken to ensure its labour intensiveness, since the primary objective of any production workshop for the disabled should be the creation of work opportunities for as many handicapped people as possible.

A production workshop once established, after taking into consideration the above factors and properly managed by a qualified management team as ordinary workshops are managed, will surely have a good chance of success thereby becoming the source of economic independence for the disabled in that locality.

4. What is the chance in Africa

The chance of developing production workshops for the disabled in African countries is great. Africa is still importing the bulk of its consumable industrial products and any country can easily identify a product currently in great demand in that area.

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9(a). Selecting and Developing Products for Rehabilitation Centres and Sheltered Workshops

by

Prof. D. Lockwood

INTRODUCTION

In modern rehabilitation centres, and also in sheltered workshops, there are an infinite number of strategies, lines of action, or practical applications to be considered within the framework of the selection and development of products.

To know which of these strategies will lead to improvements in living conditions for handicapped people, we shall have to develop an improved sensitivity and a greater skill in making both suitable and appropriate choices of products from the many possibilities open to us.

1.00 SELECTION OF PRODUCTS

How do industrial enterprises decide upon which new product, or products, they can introduce successfully into their manufacturing system? Usually they begin by trying to answer a series of questions, such as:

a) Demand - Will there be a continuing demand for the product over a planned period of time?

b) Market - Are product marketing facilities readily available? (local/export)

c) Cost/Price - Can the enterprise make the product at a cost level which allows for it to be sold at a price which is attractive to consumer?

d) Product Consumer - Is the product produced by the enterprise attractive to the consumer so that he will purchase from this source rather than from a competitor?

e) Resources - Including finance, labour, materials, equipment, facilities;

   i) Is finance available to support the initial stages of the venture, and until the product is self-supporting?

   ii) Are sufficient managers, skilled and unskilled workers available to carry out the manufacturing tasks?

   iii) Can local material resources meet primary or secondary needs according to product specification?

iv) Is the local plant, with its machinery and equipment, able to manufacture the product?

v) Are necessary facilities like land, energy, communications, transportation, etc, readily available to support the new product?

f) Technology - Is technology sufficiently advanced in the manufacturing enterprise so as to allow the required technical production system to function effectively?

These same questions must also be considered by managers of rehabilitation centres and sheltered workshops if their enterprise is to be financially stable and economically viable.

Of necessity, the answers to equivalent questions given by a manager from a manufacturing enterprise when compared with those given by a sheltered workshop manager will be different when graded according to their respective priorities. For instance, the industrial manager may be concerned with financial improvement and capital reserves as a first priority, whilst for a sheltered workshop a higher priority may be that concerned with available material, plant and human resources.

From these considerations it can be seen that a careful statement of managerial goals for a sheltered enterprise is very important before decisions can be taken on the most suitable type of product to be selected and developed.

2.00 SETTING UP A PRODUCT DEVELOPMENT GROUP

Once managerial goals and manufacturing objectives have been clearly defined then the workshop manager can set up a product selection and development service.

In the first instance, it would be sufficient to employ one person partly or wholly on this task. The task of this product development officer would be to continually look at goals for the development of his sheltered workshop, set objectives for the development of new products, and eventually decide on manufacturing methods to be used so that the new development can be introduced into the workshop without disturbing the activity which is already taking place.

Product development may be carried out by one person but in those work situations which affect human behaviour, social relationships, or employment generation amongst handicapped people, a product development group approach is favoured.

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A product development group can contain a series of specialists, including those with experience in finance, market planning, system design, information gathering, manpower development, engineering processes, economics, human behaviour, etc. The members of the group should be complementary to each other, but do not necessarily have to be homogeneous in status, knowledge or skill, and this development group can be closely connected to a university department, or productivity centre, or training institution. (See Diagram 1).

One of the first problems for such a group will be that concerned with comparing objectives and setting criteria for product manufacture which correspond to different time horizons. The group will have to compare objectives which have to take into account:

a) short-term horizons

b) medium-term horizons, and

c) the longer term

and these will be affected by:

a) environmental factors

b) temperamental factors

c) psychological factors

d) ethical influences

a) Environmental factors

The ability or inability to introduce one or other product into an already existing workshop will depend upon those technical methods which fit within the workshop environment. Technical methods, in turn, will depend upon the types of disability and handicap within the working group and this, in its turn, will affect objective decision making in respect of the development of new products.

b) Temperamental factors

In respect of temperamental factors, the sheltered workshop has to operate so as to produce an equilibrium which suits the temperament of the society within which it is set up. The success or failure of a sheltered workshop can depend upon social pressures which either support it or mitigate against it.

c) Psychological factors

In respect of psychological factors, if a member of the group will only be staying for two or three months, his decision processes will be quite different from those of a person who will stay for a number

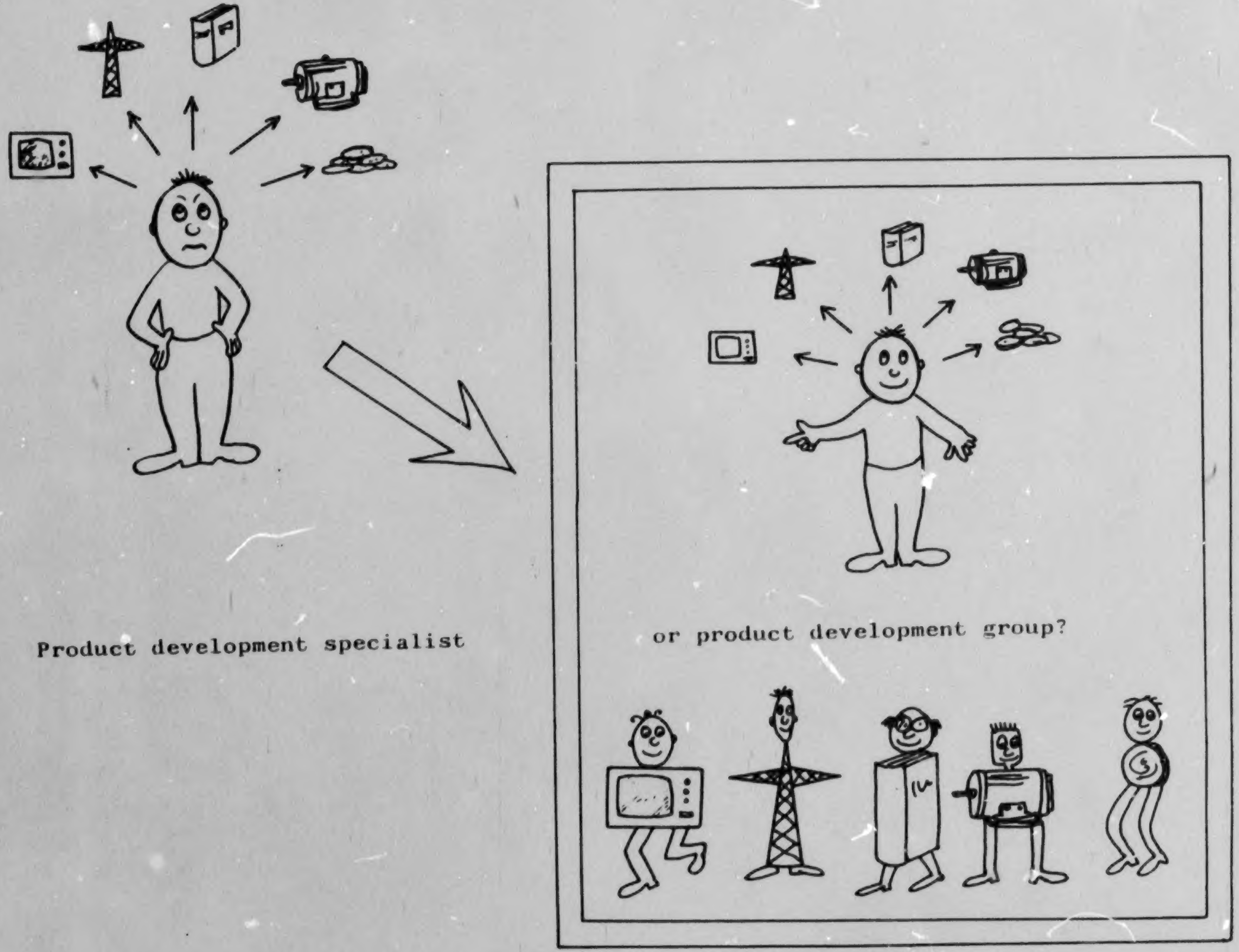
Product development specialist
or product development group?

Diagram 1.

of years. Also, a man who has just had a member of his family injured in a road accident may make decisions on rehabilitation quite differently from those he would have made one year previously.

d) Ethical influences

These will affect the goals of the development group. If the development group considers that the major goal of the workshop is to improve happiness in the workers of the enterprise, to develop living standards of disabled people and to contribute to the welfare of the community as a whole, the type of product they will develop will be quite different from those products they would have decided upon if their major goal had been that the workshop should operate successfully on a sound economic basis.

3.00 CHOICE OF PRODUCT

What type of product should be developed in a rehabilitation centre or a sheltered workshop? Firstly, let's consider who might be the major customer for the products of such a workshop. These customers can generally be classified as:

1) The government sector:

likely to be interested in products or services concerned with education and training; hospitals and medical requirements; administrative supplies.

2) The public consumer sector:

likely to be interested in products for daily living such as housing, kitchen and clothing accessories.

3) The industrial and agricultural sector:

likely to be interested in those small tools and accessories which are in constant demand and which tie up foreign capital where such implements are commonly imported from abroad.

(See Annex 1). (See Diagram 2).

Specialised domestic products

A word of caution - Many workshops have tried to enter the field of domestic consumer production manufacturing such items as telephones, industrial starter mechanisms, air conditioning fans, simple eva-

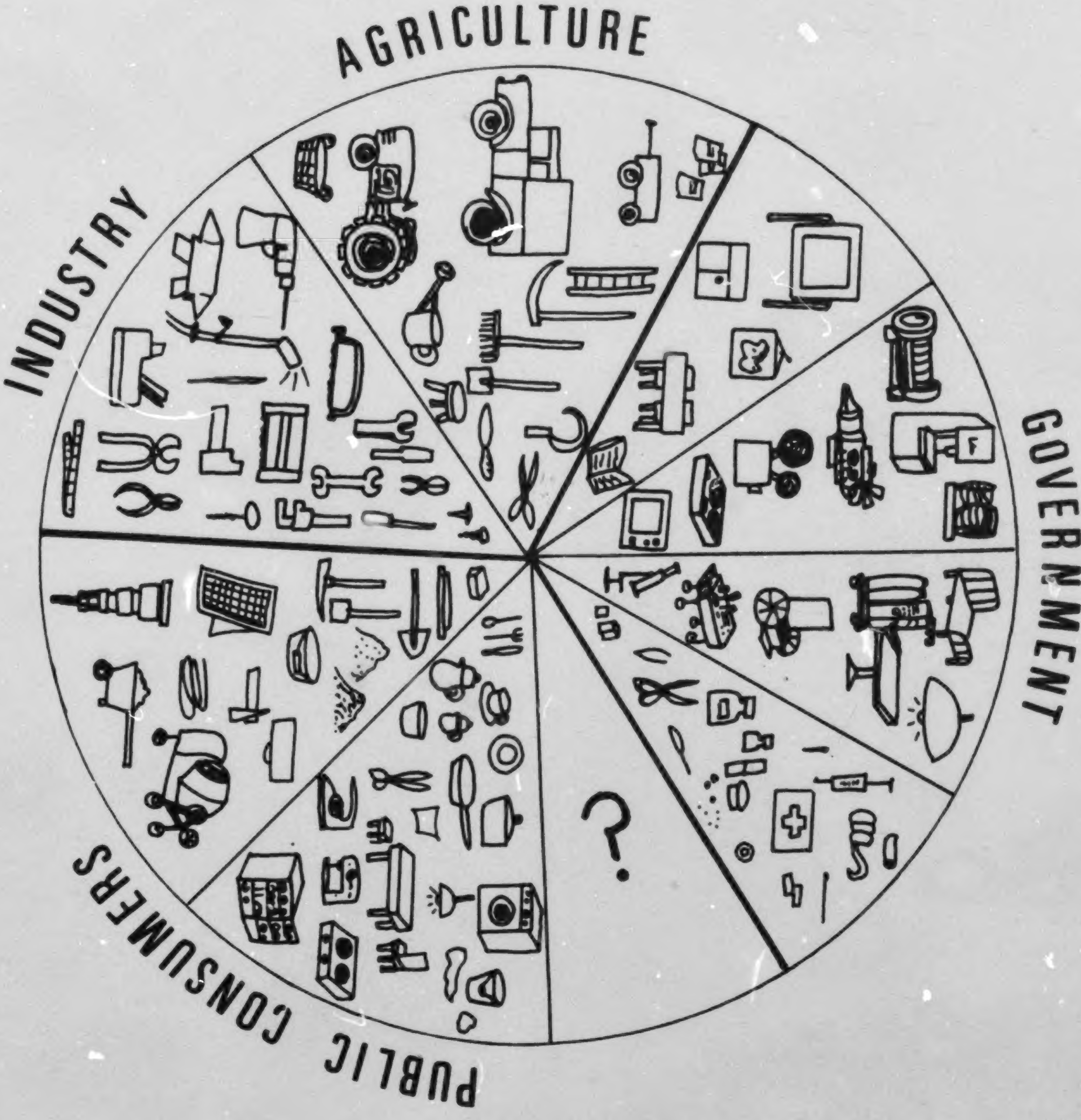
AGRICULTURE
INDUSTRY
GOVERNMENT
PUBLIC CONSUMERS
?
F

Diagram 2.

poration refrigerators, or cold boxes and heating stoves.

The major problem with these types of domestic consumer item is that they require either plastic injection moulding processes or some form of press for forming, stamping or bending metal. Whilst these processes are easy to operate by disabled workers, it is necessary to have high precision dies or moulds to make a machine of this kind operate successfully, and in most countries these have to be imported because local indigenous skills in precision die and mould making do not exist.

4.00 NEED FOR PRODUCT RATIONALISATION

Products should have uniformity, there should be minimum variations in production methods at each stage of manufacturing, and at the same time the product should give an apparent range of choices to the customer. If a large number of variations is allowed in the form or style for each item produced, then the more diverse will have to be the operations of management, workshop organisation and planning, production skill and worker training procedures.

This does not mean, however, that choice should not be given to the customer, but this can be done by small changes in the finishing operations which produce more customer appeal from the same product by variations in colour or packaging or presentation.

5.00 EFFECTS OF DISABLEMENT ON CHOICE OF PRODUCT

For physically or mentally handicapped workers work demands which continually change will require the worker to keep changing manual skills from one process to another. At the same time he will need to change quickly from one mental concentration to another, and this restricts productive capacity resulting in uneconomic functioning of a workshop complex.

In selecting products it is necessary to consider carefully alternative manufacturing processes that may be utilised during production.

If an ordered, discrete sequence of operations can be found for manufacturing a product, then it should always be chosen in preference to another which depends on a non-sequential production pattern.

Comparison has to be made between the range of mental and physical skills required in the manufacturing stages of a product and those available in the work force population. This indicates that all selected products have to be carefully analysed in terms of job content during the development stage and the precise skills and required mental abilities carefully defined and noted.

The workshop manager should also obtain a precise estimation of the physical and mental capabilities of the work group who will be required to produce the selected product.

The worker's thought process should be stepped during manufacturing; this then enables a retarded person who is presented with a repeating series of thought steps to learn quickly, and the associated manual sequence and also the amplitude of his physical responses will gradually become more accurate.

For physically and mentally handicapped workers production development should be based on reducing all movements, skills and mental requirements to the simplest form possible and with the need to constantly make comparative judgements, on what step to take next reduced to a minimum.

Further, each complex task or series of tasks must be redesigned to fit within a simple, ordered, no-choice latitude pattern.

In time, with a gain in experience and confidence, the handicapped worker can be moved stage by stage to tasks requiring simple decisions to be taken, after which he may be able to leave rehabilitation and accept a normal post in local industry or commerce.

(See diagrams 3, 4 and 5).

From diagram 5 it can be seen that on initial entry to the rehabilitation centre, the worker should be put on to tasks associated with a selected product where

a) each act of perception is of the same dimension and amplitude and can be taken in logical sequence;

b) the motor skill pattern varies little above a norm, so as not to impose undue stress in changing from one manual dexterity to another.

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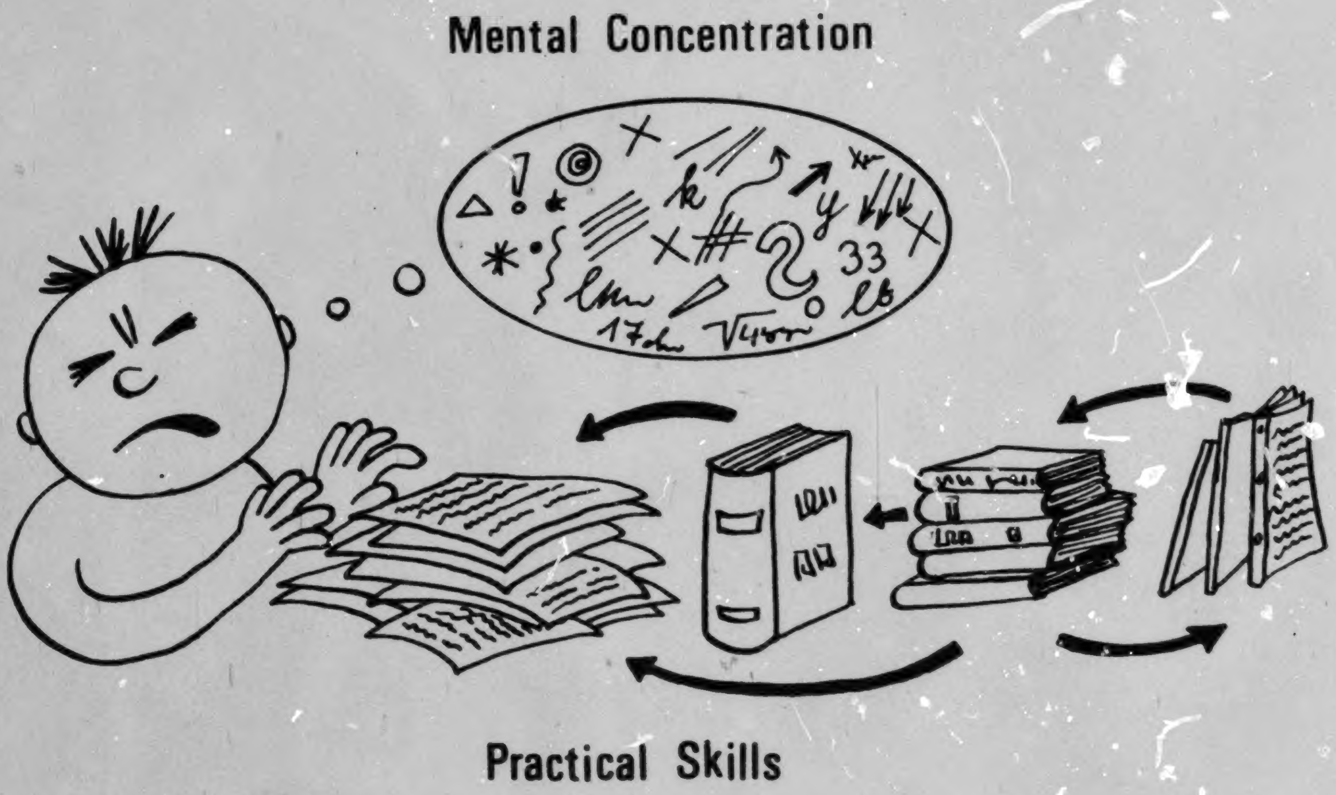
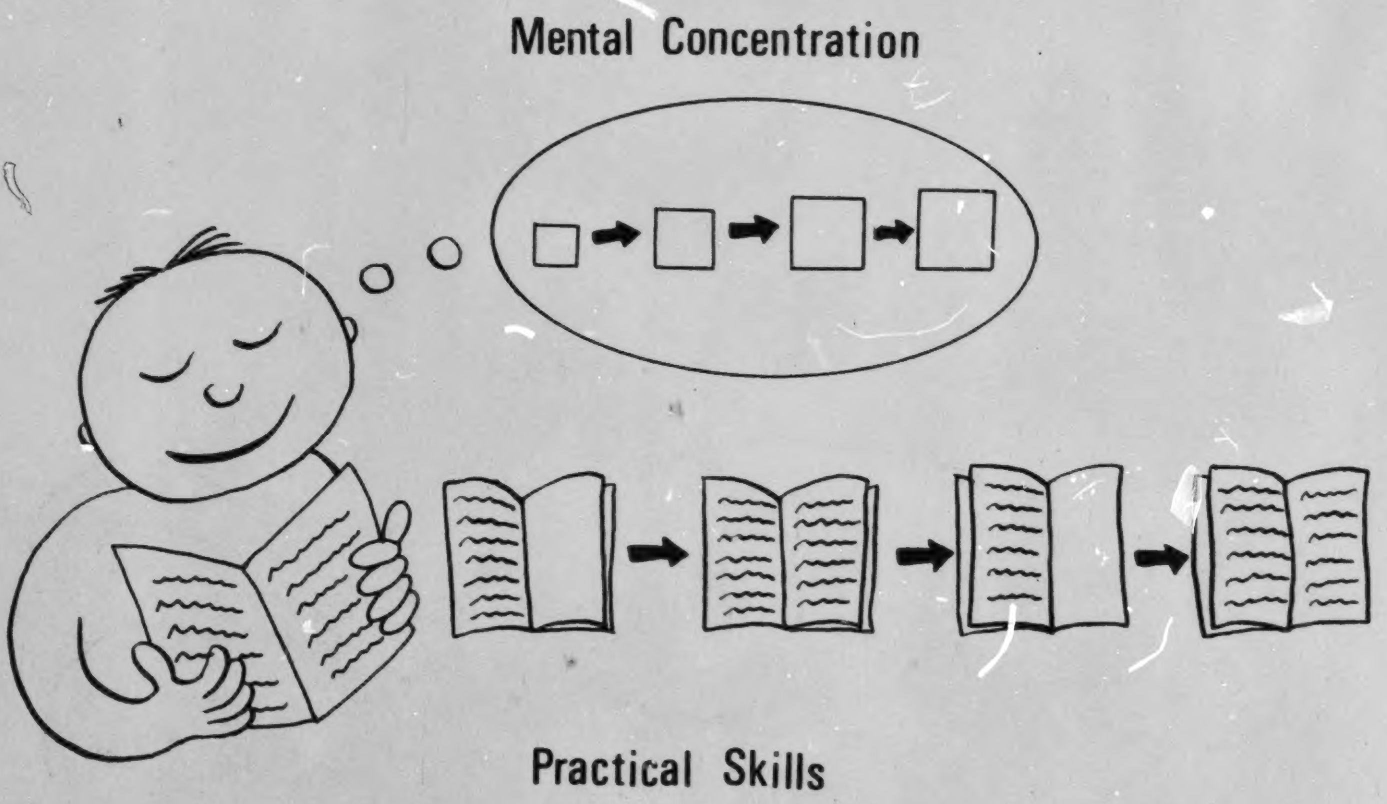

Mental Concentration
Practical Skills

Diagram 3.



Mental Concentration
Practical Skills

Diagram 4.

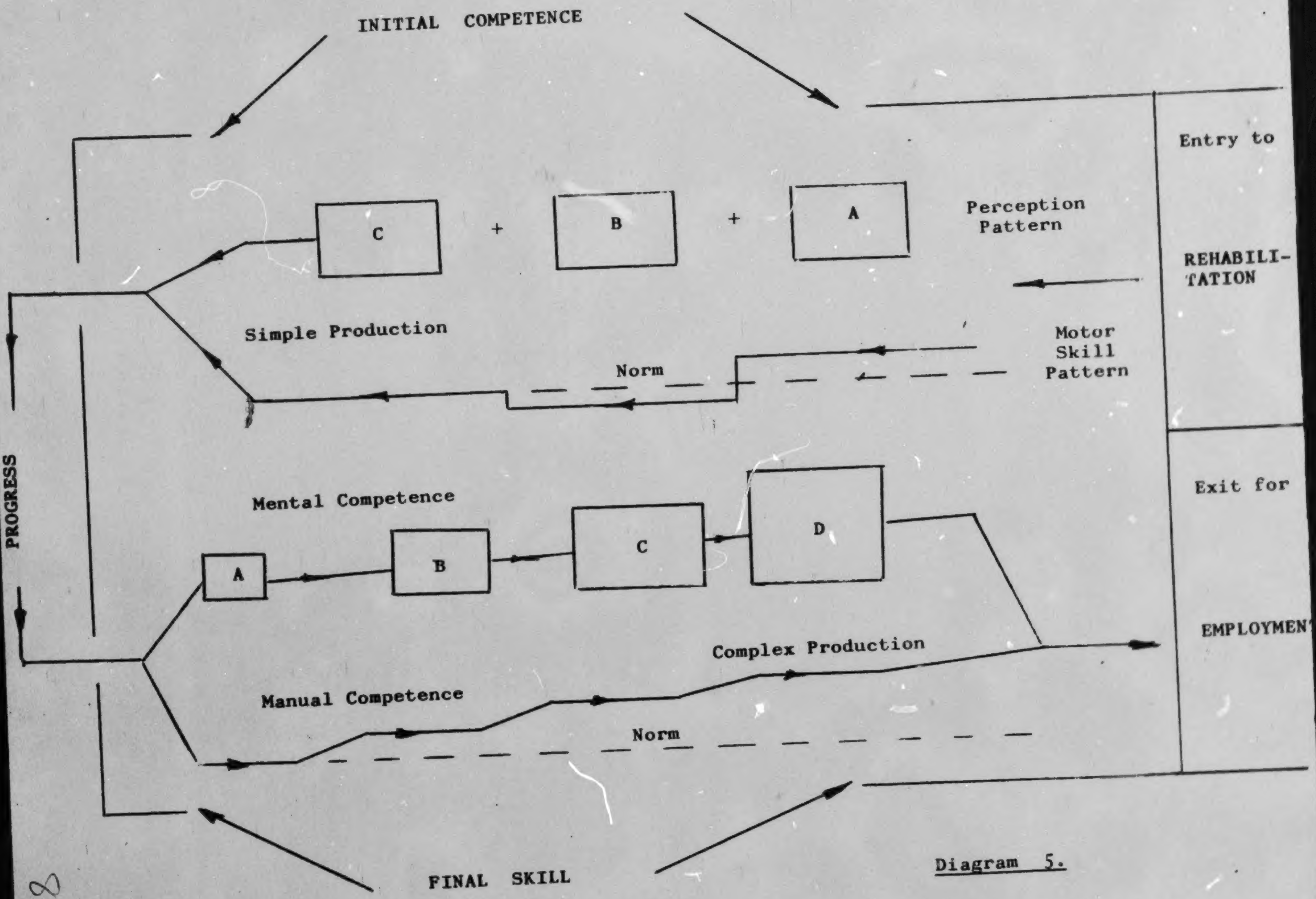

INITIAL COMPETENCE
Entry to
REHABILI-
TATION
Perception
Pattern
C
+
B
+
A
Simple Production
Motor
Skill
Pattern
Norm
PROGRESS
Mental Competence
A
B
C
D
Exit for
EMPLOYMENT
Complex Production
Manual Competence
Norm
FINAL SKILL

Diagram 5.

After the rehabilitation period has been completed the handicapped worker should be manufacturing products within a system which permits him to:

a) gain useful employment outside the rehabilitation centre;

b) develop mental competence and make small choices on a progressive scale;

c) require simple - complex motor skills arranged in a progressive sequence.

6.00 OTHER FACTORS

In the day to day activities of a workshop it is very easy to overlook the development of worker potential, and, through it, workshop potential, therefore one of the main goals of the workshop manager should be to have production needs which change and up-date continuously.

More precise estimation of the physical and mental capabilities and vocational skills of the workers who will be concerned with the production of the new products should be carefully carried out.

Barriers to the sale and development of products should be carefully studied and attempts made to overcome those bureaucratic procedures which hold up production through non-availability of indigenous or foreign materials.

The final aim of production should be to reach as large a market as possible, and this will eventually mean a consideration not only of the local market but of those requirements of customers further abroad. Often, products which have been successful for a long period of time in the local market will need to be considerably changed if customer appeal is to be developed for export.

To summarise, the difference between success and failure in a sheltered workshop depends initially on the manager's choice of a product range which meets changing market need and to which he gives a customer appeal whilst staying within a minimum production cost.

At the same time he has to manage and develop those human and physical resources which are under his direct responsibility.

Finally, he should ensure that the personnel who make up his work-force are able to live a better life than would be possible if the workshop did not exist.

ANNEX 1.

Products suitable for manufacture in vocational rehabilitation centres and sheltered workshops.

1. Government sector

a) Schools and training establishments:

- Classroom furniture
- Desks
- Chairs
- Chalkboards
- Gymnasium equipment
- Training aids

b) Hospitals and medical services:

- Ward furniture
- Beds
- Chairs
- Trays
- Patient supports
- Walking aids
- Wheel chairs
- Trolleys
- Stretchers
- Artificial limbs
- Dressings } Repacking
- Bandages } Repacking
- Blankets
- Bed covers
- Mats
- Screens

2. Public consumer sector

a) Household goods:

- Cooking utensils
- Household gadgets
  - . safety pins
  - . hooks
  - . chains
  - . bottle openers
  - . vegetable racks
- Cutlery
- Packing (putting products into boxes - perhaps making up cardboard boxes from stamped shapes - not manufacturing)
- Toys

b) House construction:

- Building construction accessories
- Electrical installation accessories
- Plumbing and water system accessories
- Screws, clips, fastenings
- Window and door frames
- Doors
- Light unit plain furniture

c) Printing and reproduction:

- Printed materials
- Packaging and box making
- Bills, tickets, order forms
- Document reproduction services
- Book binding

3. Industrial and agricultural items

a) Industrial items:

- Industrial tools
- Plastic headed hammers
- Chisels and punches
- Screw drivers
- Light trucks
- Wheel barrows

b) Agricultural items:

- Hoes, rakes, drills
- Spades, shovels
- Seed and fruit boxes
- Olastic tube accessories
- Netting
- Pumps
- Irrigation accessories

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Oct.1975

9(b). Production Scheduling and Control of Manufacturing Operations in Rehabilitation Centres and Sheltered Workshops

by

Prof. D. Lockwood

INTRODUCTION

Production scheduling is concerned with the pre-planning of production activities, whereas control is associated with those techniques which have to be employed to maintain activities in balance.

In a rehabilitation centre or sheltered workshop, if it were possible to produce each customer's order immediately, without stoppages, then the production control system would be extremely simple. Unfortunately, this is seldom the case, and there are many factors which affect the issue, such as

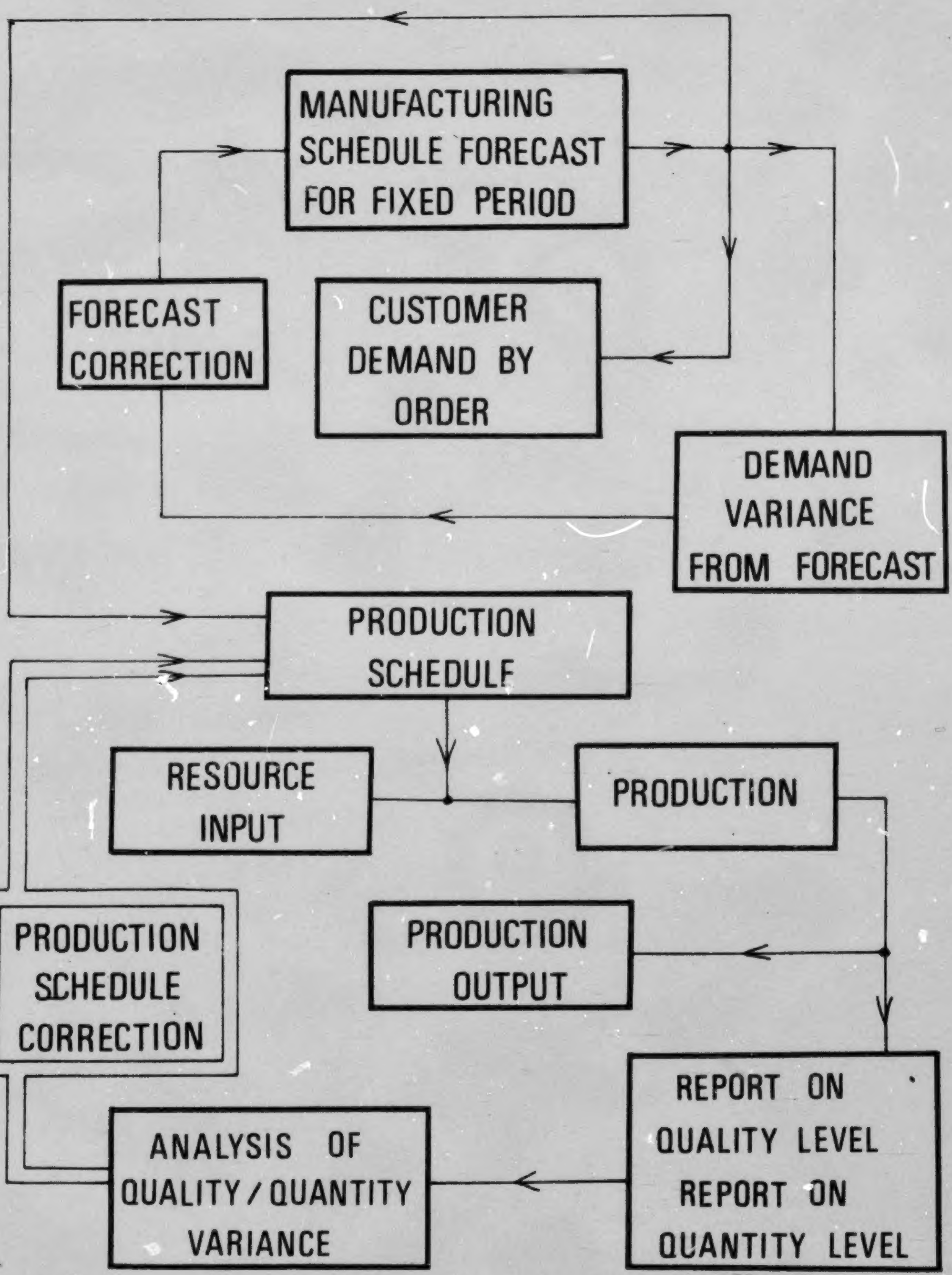
(a) machine breakdown;
(b) wastage of material
(c) loss of production through worker illness
(d) variation in motivation of the workforce, particularly where mentally disabled workers are concerned
(e) variation in production rates caused by changes in working speeds of handicapped personnel

(See Diagram 1)

1.00 PRODUCTION CONTROL

Under these circumstances there is a need for a sophisticated production control system and this can be seen in Diagram 2. The institution of a total production control system in a sheltered workshop will ensure that a required production output is maintained. The first part of such a production control system is to forecast the manufacuting schedule for a fixed period of time, such as one year. This, of course, is like gazing into a crystal ball, but up to the present there is no system or method by which acurate forecasting can be made. The workshop manager has to rely upon his experience from the past manufacturing plan of his workshop and, of course, take into account those demands he expects may occur in the future

Diag. n 1


MANUFACTURING SCHEDULE FORECAST FOR FIXED PERIOD
FORECAST CORRECTION
CUSTOMER DEMAND BY ORDER
DEMAND VARIANCE FROM FORECAST
PRODUCTION SCHEDULE
RESOURCE INPUT
PRODUCTION
PRODUCTION SCHEDULE CORRECTION
PRODUCTION OUTPUT
REPORT ON QUALITY LEVEL REPORT ON QUANTITY LEVEL
ANALYSIS OF QUALITY/QUANTITY VARIANCE

TOTAL PRODUCTION CONTROL FOR SHELTERED WORKSHOPS period of the workshop operation. During the period for which the forecast has been made, or even before that, orders will be received from customers and customer demand has to be balanced against the manufacturing schedule forecast, obviously there will be a variance in customer demand when compared with forecast and this will require a forecast correction. The second action to be taken by the manager is to develop a day-by-day production schedule for the forecast period, and the forecast correction will make adjustments in the production schedule in terms of output required from the workshop according to the variation in customer demand. Thirdly, the production schedule will be adjusted according to the production schedule correction, and production schedule correction is based upon daily measurements of the quality and quantity level of the workshop output. In this way, these two corrections ensure that production meets the demand of the customer on time.

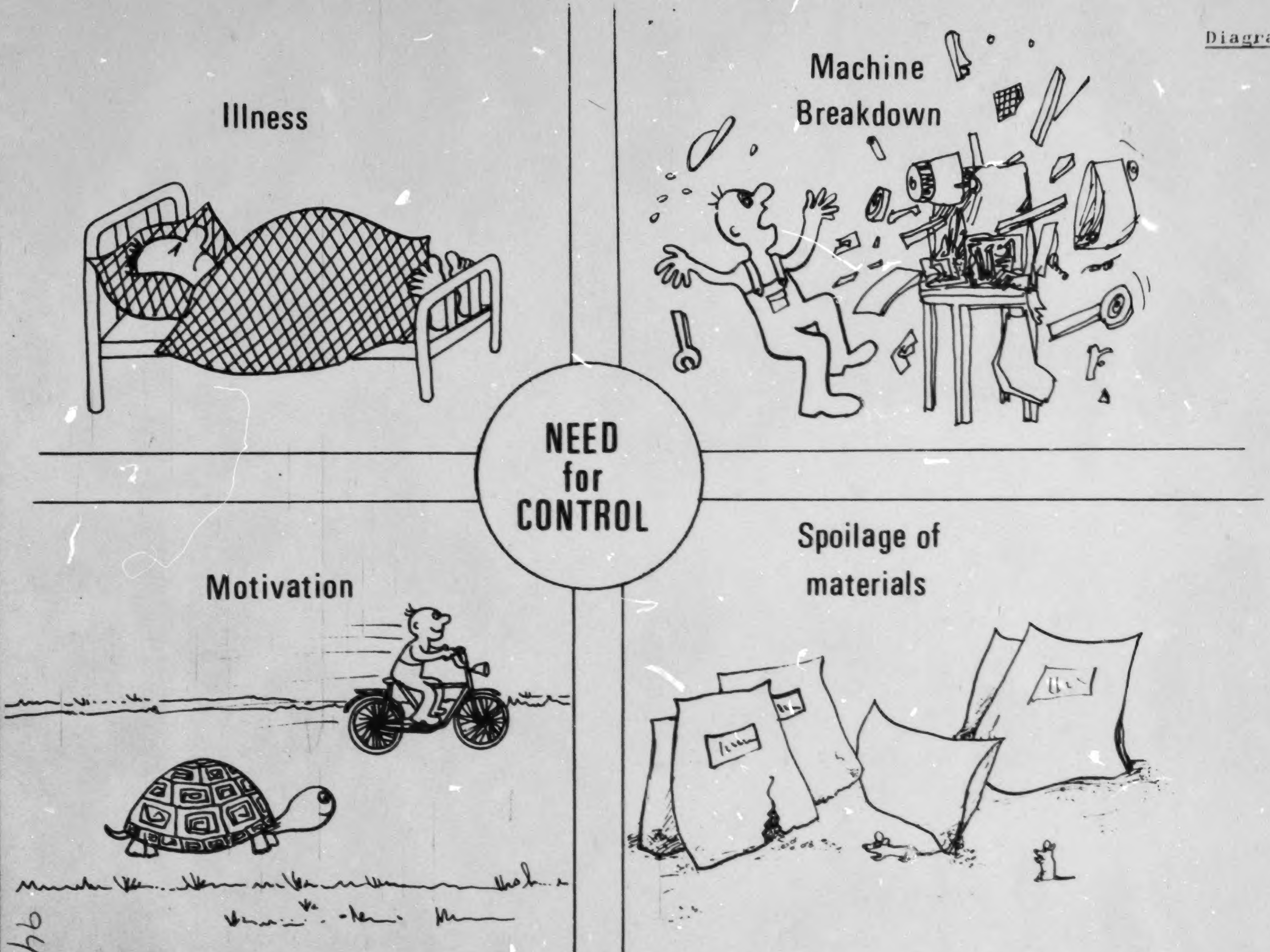
2.00 TARGET AND GOAL SETTING

It can be seen that for a total production control system to be operated, the setting of targets for the production schedule is one of the major items to be considered. Many workshop managers state that because of the complexities involved in handling physically- and mentally-disabled workers it is not possible to set production goals, but unless production goals are set, a realistic production schedule cannot be achieved and therefore the whole system fails.

The types of goals that have to be considered are those concerned with producing in the required volume, at the right quality, at the right time to meet an acceptable price. Scheduling is defined as that activity concerned with the determination of when each and every operation must be performed to meet an agreed delivery date. Consequently, schedules must be based on information relating to operations required, delivery date, material availability, capacity of resources and labour available.

In the majority of sheltered workshops, work is carried out in discrete stages, and owing to the nature of batch and jobbing work, the total through-put time of the workshop is not equivalent to the sum of the individual operation times; indeed, allowances for delays due to queueing and parts held in progress through material and work delays are often considerably higher than the actual synthetic production time. To give a visual presentation of the day-by-day situation schedule charting is used. The most common and versatile technique is that known as GANTT charting, GANTT charts and the method of their construction and operation are included in many text books on production management and are outside the scope of this paper. (Reference may be made to the bibliography).

Diagram 2


Illness
Machine Breakdown
NEED for CONTROL
Motivation
Spoilage of materials

The main advantage of this visual charting is that the loading on a workshop, or a section of a workshop, or a process, is seen quite clearly, and the consequences of additional loadings are immediately obvious.

3.00 SETTING UP BATCH PRODUCTION

Rehabilitation workshops, and sheltered workshops, usually produce their products in batches and in situations where products are manufactured in batches, there is a problem of determining the most economic batch size, bearing in mind that the larger the batch the more economic becomes the activity, but against which must be weighed the increased costs of storage. It is normal practice to keep storage to a minimum level and to try and produce the batches to meet customer target dates; in this way storage costs are reduced to a minimum. Diagram 3 shows a simple workshop situation where complete replenishment of material stocks is made immediately the stock level is at zero. It also assumes constant usage, or demand, for the products and at the end of the consumption period the stock level is raised to the batch size. If we adopt a total-cost approach we can quantify the various factors to determine the economic batch size.

Let U = batch size in number of units

I = storage cost per unit, per unit of time

B = set up cost for each batch

D = rate of demand per unit of time

C = total costs per unit of time for a full batch

Then C = cost of storage + cost of setting up each batch

$$= \left(I + \frac{U}{2}\right) + \left(\frac{D}{U} \times B\right)$$

where $\frac{U}{2}$ = average storage cost

$\frac{D}{U}$ = number of batches per unit of time

The effects of varying the batch size are shown in Diagram 4.

From this figure it can be seen that the economic batch size will correspond to the lowest point of the total cost curve. Using a simple calculation to determine the first derivative of the cost curve

$$C = \frac{IU}{2} + \frac{DB}{U}$$

$$\therefore \frac{dC}{dU} = \frac{I}{2} - \frac{DB}{U^2}$$

D gram 3

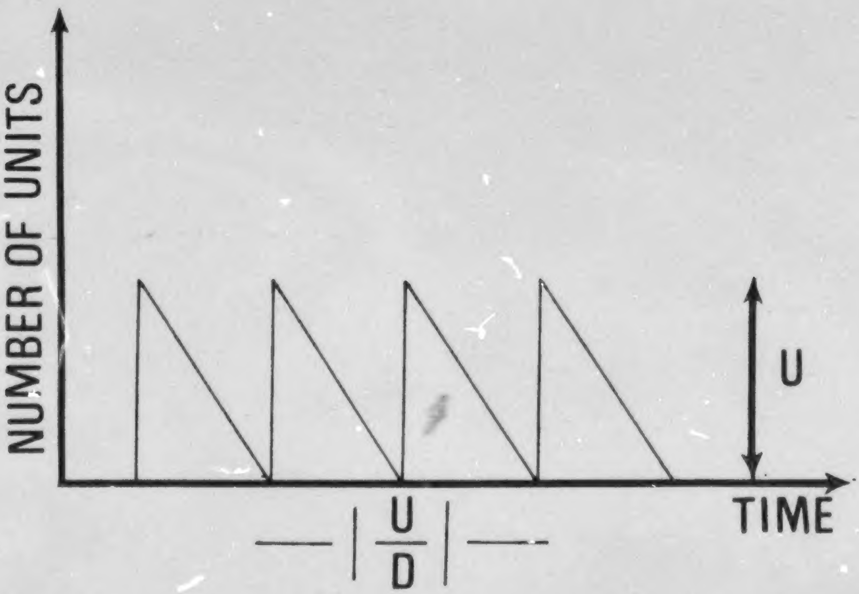
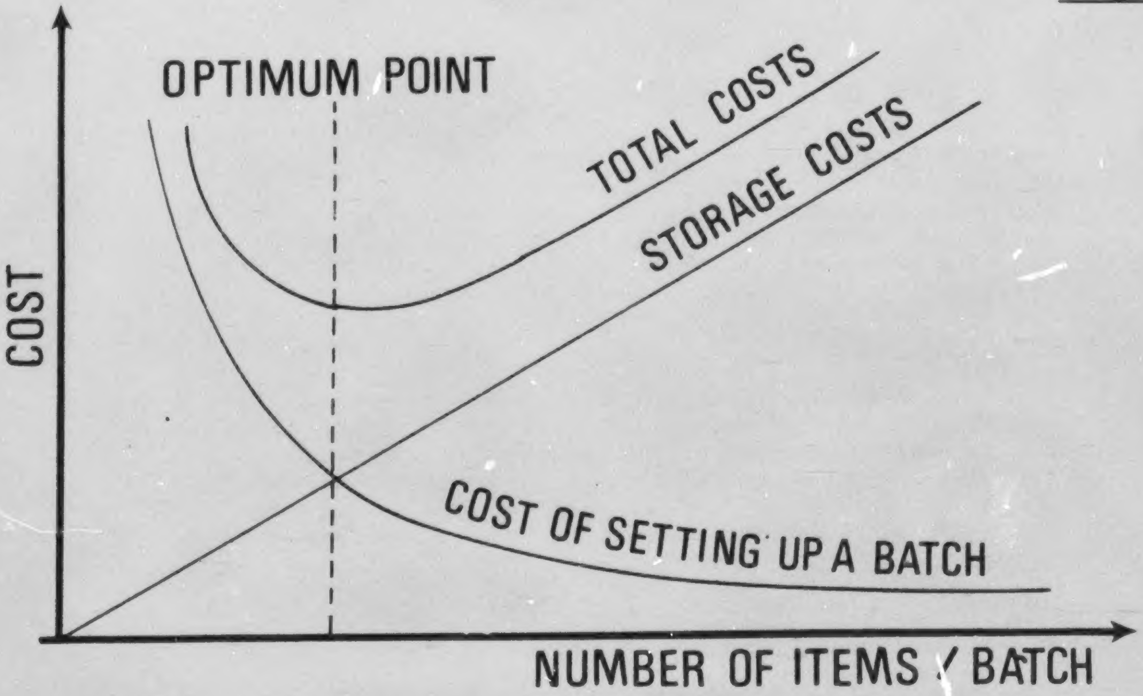


Diagram 4



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for the minimum point $\frac{dC}{dU}$ must equal 0

of $0 = \frac{I}{2} - \frac{DB}{U^2}$

$$\therefore \quad U = \sqrt{\frac{2DB}{I}}$$

Example

The annual demand for a particular hand tool (e.g. a tree saw) is 5,000 per year, the setting-up cost, including overheads is \$50 per batch and the storage cost \$4. The economic batch size would be:

$$U = \sqrt{\frac{2DB}{I}} \qquad \begin{aligned} D &= 5{,}000 \\ B &= \$50 \\ I &= \$2 \end{aligned}$$

$$\therefore \quad U = \sqrt{\frac{2 \times 5000 \times 50}{2}}$$

$$= \quad 500 \text{ units/batch}$$

$$\text{batches/year} = \frac{5000}{500}$$

$$= \underline{10 \text{ batches}}$$

Because of the flatness of the total curve, by simple quadratic mathematics, it is possible to show that if an increase or decrease in demand is not allowed to progress beyond an additional 10% extra cost, then in slow production periods the batch size may decrease to 320 and in high production periods the batch size may increase to 780 units. (See bibliography).

4.00 PLANNING PRODUCTION

Production planning and control in rehabilitation centres and sheltered workshops is completely dependent on the way in which these workshops are organised, in respect of their methods and systems of production.

Let us now consider what is the present position.

For several years past, sheltered workshops have been employing persons with various kinds of disease, or disability; and the development of the multi-handicapped kind of workshop is now the rule rather than the exception; for that reason this will be the framework within which we should develop. Not only differing degrees of disability, but also individual differences in physical incapacity, personality and mental approach must be taken into account when organising the workshop system. Technical expertise taken from modern production methods and processes can help the disabled worker to become adjusted to his work and at the same time facilitate production through standardisation of work processes. Items to be considered are:

1. the selection of work to match the abilities of the disabled individual;

2. the adaptation of the work requirement to match the mental and physical capabilities of the disabled person; in particular the adaptation of machines, tools and equipment so that they can be ergonomically satisfactory in their use;

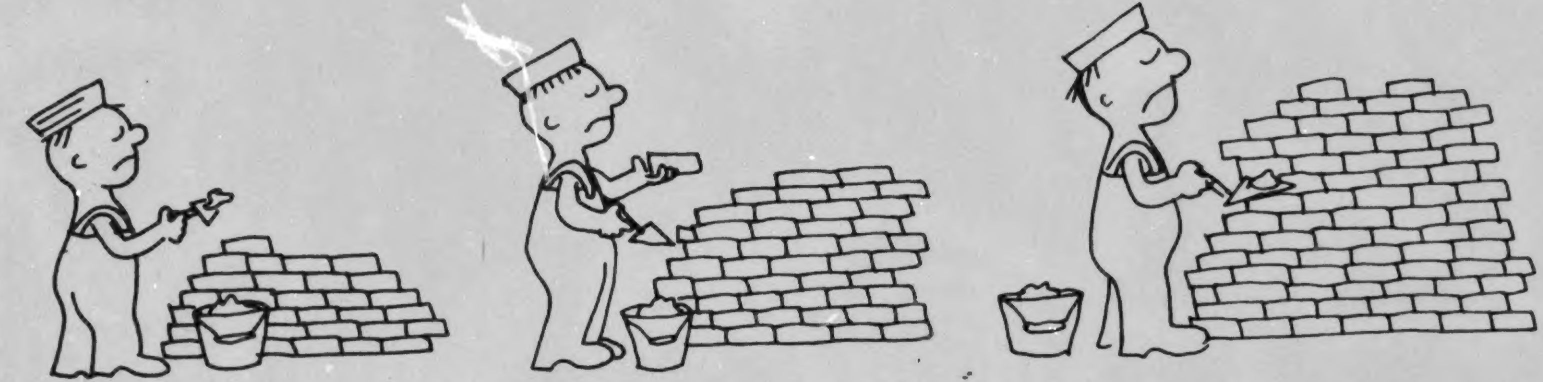
3. the development of working conditions which gives full personal dignity and motivation. This can be better done by getting them to work in small groups, rather than isolating them as individuals. In fact, each group becomes a small workshop within a workshop and this leads to improved job satisfaction and enrichment of the disabled person's working life.

5.00 HOMOGENEOUS PRODUCTION GROUPS

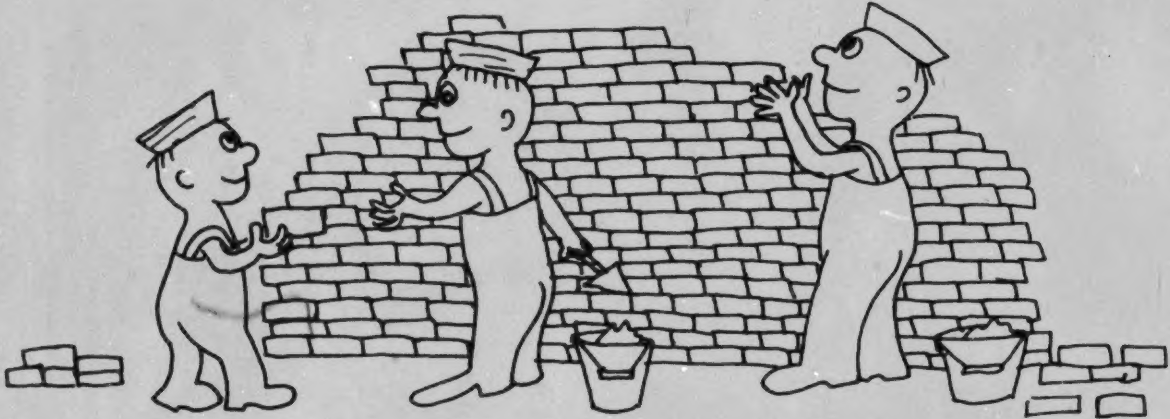
One of the recent concepts in production engineering has been the development of manufacture through families, or groups of persons working together to make part, or all, of a particular product rather than dividing the work up according to machine processes, or production lines, as had traditionally been done before. For a sheltered workshop this idea gives the opportunity for enlightened managers to develop an environment where disabled work people can be fully involved and give of their best. Handicapped persons can be allowed to take more responsibility in their dealings with process matters which they understand, and this will not only enhance the total success of the workshop but, equally important, it will allow the development of a contented workforce in an honest manner and develop a feeling of pride and respect in each disabled worker; a factor which is often missing in many work situations where invalid people are employed. (See Diagram 5).

Diagram 5

UNIT WORKING



HOMOGENEOUS PRODUCTION GROUP



Success in obtaining such benefits will depend on the workshop manager being less traditional than previously and on his giving sufficient confidence to the workers to let the development of the groups happen gradually. Homogeneous production groups allow for the systematic organisation of work into balanced stages. It also allows for variations in work flow from one stage to another. This can be permitted by setting up groups which take into account those differences in physical disability and mental speed which occur between one worker and another. Further, it allows for systematic training of each work group through a modular method based on the development of individual skills required by each person who is to be employed in a group.

For the homogeneous production groups to be successful a number of rules should be followed.

Firstly, objectives should be defined for the tasks of each group in order that there shall be no conflict between one group and another and each individual knows his authorities and responsibilities within the group.

Secondly, it will be necessary to develop a communication system between each group and the workshop manager so that there is a constant feedback of information from each group showing whether they are achieving and maintaining the objectives set for them.

Thirdly, the work of each group must, as far as possible, be meaningful and interesting and lead to clear-cut terminal production.

Fourthly, the work unit must be equipped with the necessary resources, and take into account differences in personal skill and equipment facilities so that the group can achieve, maintain and control their own specified objectives.

6.00 ADVANTAGES OF THE HOMOGENEOUS PRODUCTION GROUP CONCEPT

The way in which the group will pursue its assigned objectives will depend foremost on those objectives being clear. A sense of purpose is the vital element which differentiates this homogeneous production group from any other aggregate of people. Organisation into groups can contribute significantly to the workshop manager's job of target setting; it makes targets meaningful for the workshop as a whole and for the sub-groups within it. It makes it easier for workshop managers to communicate to their workers when discussing production targets. It leads to better work scheduling and improved control of production, because of the clearly defined objectives for each group. When feed-back is effective, problems are highlighted and the necessary action to resolve them can be more quickly put into effect. With homogeneous production groups, communications about work problems start to flow upwards and suggestions about how to remedy the faults begin to emerge from the disabled workers themselves. They start to talk with pride about their successes, relative to quality and productivity, and that all-important negative factor - low motivation (which affects disabled workers) - disappears. Finally, as work experiences become more positive, the aspirations of the workers will grow. At this point their jobs can be enlarged either horizontally or vertically.

Horizontal job enlargement takes place by adding to a given job module a pre- or post-modular task. Vertical enlargement comes with development of skills and the willingness to take more responsibility. In this way the job becomes more absorbing and hence more satisfying.

7.00 SUMMARY

To summarise, a total production control system for a sheltered workshop can operate where a manager is using traditional manufacturing methods, but if a workshop manager is willing to accept an exciting challenge and completely re-organise his workshop on the basis of homogeneous production groups, his rewards will be in the economic and human development of the resources under his control.

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9(c). Industrial Engineering Principles Applied to Rehabilitation Centres and Sheltered Workshops

by

Prof. D. Lockwood

INTRODUCTION

This paper, which looks at the application of industrial engineering methods to sheltered workshops and rehabilitation centres, is divided into three main sections:

1. Layout techniques for equipment and services which lead to efficient workshop operation;
2. Improvement of operating methods through small tool, equipment and stores control;
3. Avoiding production stoppages through effective maintenance procedures.

These three items will be dealt with through a consideration of the homogeneous production group concept mentioned in a previous paper. (See bibliography).

1.00 WORKSHOP LAYOUT

The layout techniques described can be applied to a number of locations such as multi-storey factory buildings, commercial offices, wholesalers' stores and holding warehouses, etc., but as most sheltered workshops and rehabilitation centres tend to be single-storey buildings, with departments inter-connected at one floor level, the paper will concern itself with single-floor layout only.

When a manager has to lay out a new workshop, or has to change the existing set-up of a workshop that has been operating for quite some time, he should think in terms of a check list, and this list should contain items such as:

(a) Where should machines, work places and storage areas be placed in respect to external access and exit doors?

This is important because with disabled people, in case of a fire or other emergency, it is necessary that the personnel should be able to leave the workshop easily and without obstruction.

(b) Will all external and internal doors permit the passage of invalid chairs or other equipment used by handicapped personnel?

(c) Is it necessary to put ramps between one floor level and another, even though it may be a single-storey building?

Following the same principle, it is necessary to establish the minimum width of gangways, or passage ways from one work operation to another, along which handicapped workers must move and take into account the minimum radius on corners of gangways, or roadways, so that wheel chairs or other devices can pass easily in two directions at right angles.

(d) What is the minimum distance that must be allowed between one work place and another so that work in progress can be stored in a bank on the workshop floor or in racks or shelves?

For this kind of workshop, centralised storage of raw materials, tools and completed work which will later have to pass to another production operation are not satisfactory. By locating tools, raw materials and components in progress at, or near to the working post, the requirement for handicapped people to continuously move from one location to another, so that they can continue their work effectively, is greatly reduced.

(e) Following the decision on the type of product, or products, to be manufactured in the workshop area, a production operation breakdown can be compiled. This breakdown will show in logical sequence the operations to be followed for the production of each product, stage by stage. At this point it is advisable to make a flow process chart which will reveal where operations have been carried out, when inspections or quality-checks are needed between processes, and where delays are likely to occur in the production operation sequence.

(f) By comparing the production operation breakdown schedule and the flow process chart, it should be possible to determine where homogeneous working groups should be located.

(g) Each working group will need machines, tools, or production aids, and the location of this equipment has to take into account installation requirements and maintenance needs. For example, installation of the working groups should be near to service points if electricity, gas, water or compressed air is required. Similarly, positioning of machines and equipment has to take into account the fact that at some future time maintenance work will have to be carried out on the items installed.

Often, equipment is placed against a wall, or in the angle made by 2 adjoining walls, and at the time of maintenance it is impossible to remove motors, belt drives, or other parts of the equipment without serious interference. Most production processes produce waste material at the operating stage and this has to be collected, stored and later disposed of. In planning the workshop layout, facilities for processing waste material should not be overlooked.

1.10 Layout Techniques

The simplest layout technique is to use a drawing board approach. That is, that the workshop is laid out to scale by a draughtsman who indicates the position of each item of equipment, work post, gangway or walkway, storage areas and power supply points. The main difficulty with this approach is that if, at a later stage of planning, it is decided to change the labout, the drawing has to be modified, adapted or re-drawn, which is a time-consuming process. A better method is to use a hybrid system, that is, to draw out to scale the main external features of the workshop, including the entry and exit doors. Next, to cut out paper shapes, to scale, for each storage area, workpost, machine or other item of equipment which will be located in the workshop area. This system allows for movement of paper shapes, within the layout of the main features of the workshop, until the best solution for effective production has been decided upon. At this stage, the paper shapes are fixed in position with scotch tape or by pins, and the layout is considered as being the master layout until such time as changes may be decided upon. Where changes have to be made, it is a simple matter to move the paper shapes to new locations, without having to completely re-draw the whole situation.

Once the final version has been decided upon, it is possible to mark in, in colour, locations for each power supply that will be required at the workposts.

An improved method for this form of two-dimensional layout is to:

(a) draw out the main external features of the workshop, including entry and exit doors on plain white paper;

(b) to cut out the machines and equipment shapes to scale from an adhesive sheet, simi[illegible]o that used by designers or by hous[illegible] for decorating shelves, walls or c[illegible]rds, etc. These adhesive shapes are s[illegible] on to transparent acetate sheets, like those used for overhead projector transparencies;

(c) A second over-head transparency sheet is used to mark the position of power supplies such as electricity, gas, water or compressed air;

(d) A third transparency is used to mark the position of gangways and storage areas between work posts.

With this method the three overlays can be placed on top of the original drawing and the total presentation of the workshop layout can be quickly seen. If it is decided that the machine positions, for instance, are not in correct location with respect to power points or gangways, one or other of the transparent overlays can be modified or substituted. This gives a flexibility in layout planning which is not possible by the previous two methods.

The only criticism that can be levelled at the two-dimensional layout method is that it is difficult to get a three-dimensional impression of what the workshop will look like after the new layout has been introduced. For this reason many planners prefer to use scaled three-dimensional models and certain enterprises specialise in making replicas of common machine-shop equipment to architectural scales. There is no need to go to this degree of complexity. Simple wooden shapes or even, if it is available, polysterol sheet, (cut with a hot wire to form a scale model replica) can be laid on to the outline workshop drawing to produce a three-dimensional impression. The work is then completed by drawing in gangways and power points as before.

2.00 CONTROL OF TOOLS, EQUIPMENT AND WORK IN PROGRESS

The first objective of control in a production workshop is to eliminate or prevent waste occuring, and the major item under this heading is the waste that occurs through loss in production of working time. A main cause of loss of time is through workers having to search for tools, equipment, or other items which are needed before the worker can continue his process. A new approach to the elimination of this type of waste is to consider the tasks which have to be performed by the work force in order that a required process can be completed. For industrial purposes, task analysis can be broken down into the following steps:

(a) the total process to be completed is divided into a sequence of logical operations;

(b) the task or tasks involved in each operational step are then identified and recorded;

(c) finally, the required manual skills and their associated mental aptitudes for each sub-task are identified and recorded.

In a rehabilitation centre it is usual to find wider variations in manual skill capacity and mental ability than would be the case in a more standard form of industrial workshop. For this reason, when thinking of applying task analysis to a rehabilitation centre, or sheltered workshop, one has to think in terms of applying task analysis to the working group rather than to individual cases. As a consequence, the capacities and abilities required to carry out a series of tasks in a production process can be matched with the manual skills and mental levels of a number of persons contained within an homogeneous production group.

2.10 The H.P.G. - A Workshop within a Workshop

A homogeneous production group (H.P.G.) is a completely self-contained production unit and as such will require:

(a) materials to arrive at the correct time sequence;

(b) to be supplied with all necessary tools, equipment and working aids;

(c) to achieve pre-determined production output targets.

The H.P.G. has the difference that it permits its workers to move from one task to another, provided that their physical or mental handicap will allow them to do so. Therefore, as a general principle, the work posts (which may be either individual or combined) are designed according to task needs and not according to the physical or mental handicaps of the workers. Thus, within the group, workers can move from one post to another, at any time of their working day, so long as their disability will allow them to do so. Of course, there will be exceptions to this rule because some workers may be so handicapped, or disabled, that they can only work at one specially designed work post, and this can be included within a working group. In this case the individual will not be able to move around the group in the same way that other workers can and it is necessary to provide other means of improving his motivation and thereby reduce monotony.

Work posts can be designed so that a task may be completed by using more than one method, and this allows for different types of handicapped persons to work at the same task, even though members interchange with each other.

From this concept of an individual or group working post, it is clear that each work station must have the materials, tools, equipment and operating aids which may be needed by any or all of the workers in the H.P.G. so that a specific task can be carried out without having to move outside the working group. They should be able to reach the production target more easily by eliminating lost time delays. For the handicapped worker long delays between one operation and another lead to boredom, lack of interest and general dissatisfaction with workshop management. The H.P.G. concept of dividing a total production into units of work carried out by separate groups, with each group complete in itself, allows the manager to control:

(a) the situation and condition of tooling in each group;

(b) the equipment being used by each work group and its condition;

(c) the work in progress at or between each work stage

much more easily than can be carried out in a more traditional manufacturing organisation.

3.00 EFFECTIVE MAINTENANCE PROCEDURES

The three basic objectives of effective maintenance procedures are:

- firstly, to establish a programme of maintenance for workshop machinery, production aids and tooling;

- secondly, to provide a means to ensure that the programme of maintenance is carried out continuously;

- thirdly, to develop simple methods of recording repair and maintenance activities, maintenance costs and other relevant information.

The first objective is achieved by the introduction of a maintenance schedule based on a production equipment register. Into this register must be entered a complete inventory of those items of plant or production aids which have to be maintained and this is better prepared as a loose-leaf manual or as a card index system, so that items can be added or removed easily. Maintenance schedules should detail the inspections, lubrications and other preventive measures necessary if each item on the production equipment register is to be kept in working order.

To meet the second objective a control system has to be introduced which triggers off the necessary maintenance work at the correct time. The simplest form of triggering employs a manually operated two-box card/file system. In

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one box the cards are arranged according to plant and equipment details and in the second box the cards are arranged on a daily activity basis. Where a machine or other item of equipment breaks down in service, the history of previous maintenance work can be quickly found by referring to the first card index arranged according to production items. The second card index has a different purpose in that it allows the manager to direct operatives to essential maintenance tasks on a day-to-day basis, according to which of the workshop personnel is the more lightly loaded at a given time. In this way maintenance work can be carried out by selected workers from the homogeneous production groups without having to maintain a staff of maintenance and repair personnel constantly in the workshop complex. Of course the occasion will arise when a complicated repair is required and maintenance staff of high specialisation are not available in the sheltered workshop. This can be dealt with by the manager contracting local craftsmen to carry out the work for him, and as an overall policy this method is cheaper than maintaining skilled maintenance and repair men permanently on the payroll of a sheltered workshop or rehabilitation centre.

The third objective is achieved by training the workers to complete work sheets or other documents which indicate work done, faults located or spares fitted during their maintenance tasks. This type of recording is necessary because management control depends on knowing how much is being spent on maintenance and repair including overhead costs, from one planned budgeted period to another. Once cost figures show that, for certain items of equipment, maintenance costs are reaching a high level, the manager has then to consider whether to continue using this piece of equipment or whether it should be adapted, modified or substituted and a request made for new capital funds. The workshop manager should regard maintenance procedures in a similar way to that in which a doctor considers his patients. In other words, it is better to prevent loss of condition than to have to later cure a serious defect and there must be a balance between how much time and money can be spent on preventing loss of condition and the excessive costs of remedying breakdowns when they occur. One of the most difficult questions for a manager is: how to achieve a balance between how much planned maintenance to use and how much breakdown repair to allow? The answer will vary with the complexity of equipment in use, the size of the workshop and the type of product being produced, but as a general rule it can be said that when the total annual maintenance costs approach 5% of the value of the product being produced, the manager must give serious attention to revising his maintenance procedures.

4.00 SUMMARY

To summarise, workshop layout techniques, which take into account the working conditions and the work satisfaction requirements of handicapped personnel, who will spend most of their daily life within the workshop boundaries, need to be given serious attention. The fact that a workshop is not new does not mean to say that workshop layout techniques should not be kept constantly in the back of the mind of the manager because technological methods are continually changing and an original workshop layout may soon become out-dated. Secondly, control of workshop equipment and tooling can be much improved by setting up individualised or group work posts in units dependent on the homogeneous production group principle. When designing these work units, a manager should be able to make full use of creative thinking by taking into account both the ergonomic needs of the worker and his work place (for example, to allow a worker, if at all possible, to change his position or work post from time to time, rather than being fixed to one operation).

Finally, the manager should set up an effective maintenance procedure which strikes a balance between production needs and maintenance needs and should not relegate maintenance and repair to that item which is only to be considered when production operations have completely failed.

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6. Production Scheduling and Control of manufacturing operations in rehabilitation centres and sheltered workshops, Ethiopia, 1975

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ANNEX

RELATED DIAGRAMS

Diagram 1. see item 1.D. (3)

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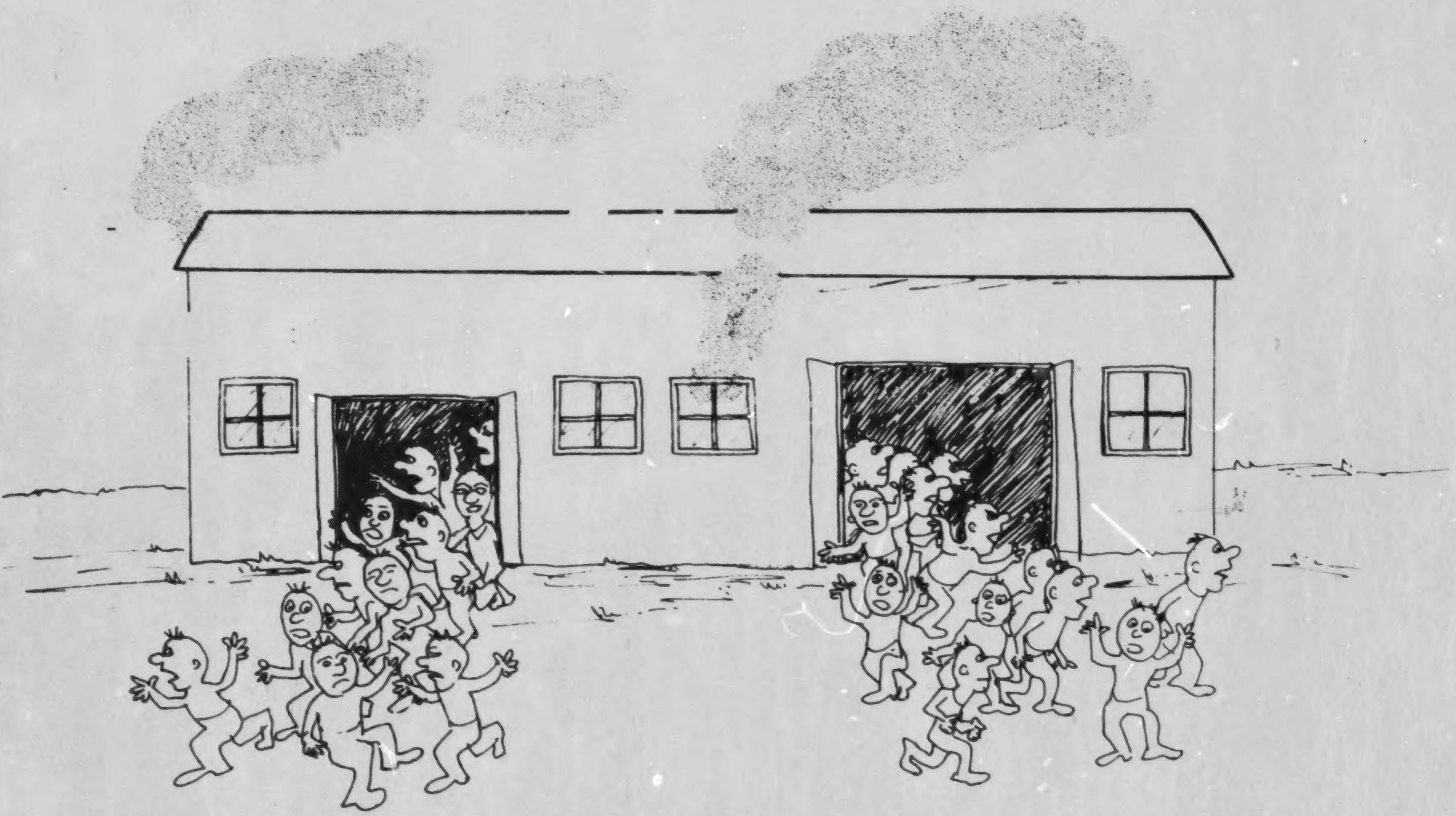


Diagram 2 see item 1.00 (b)

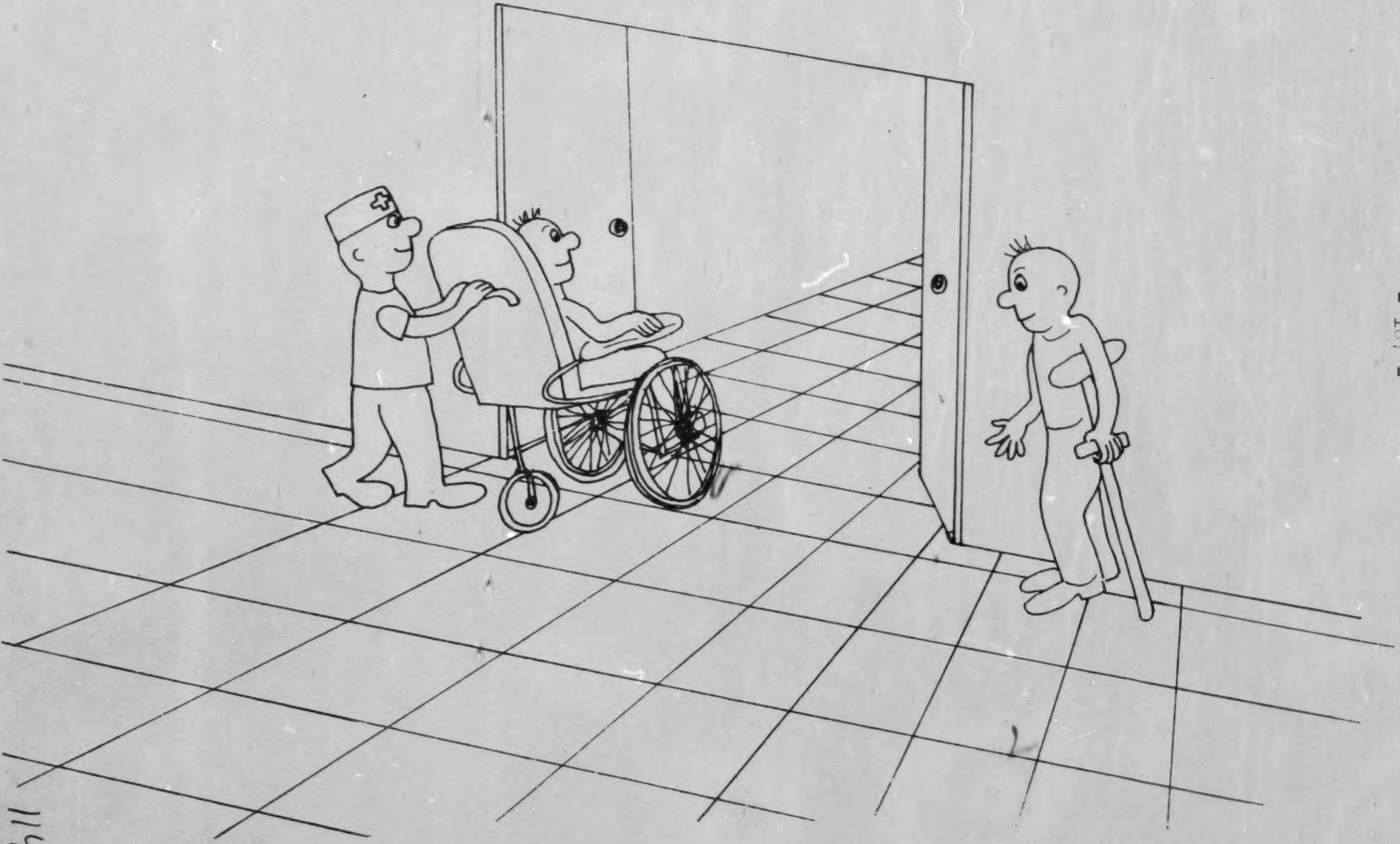


Diagram 3 see item 1.00(c)

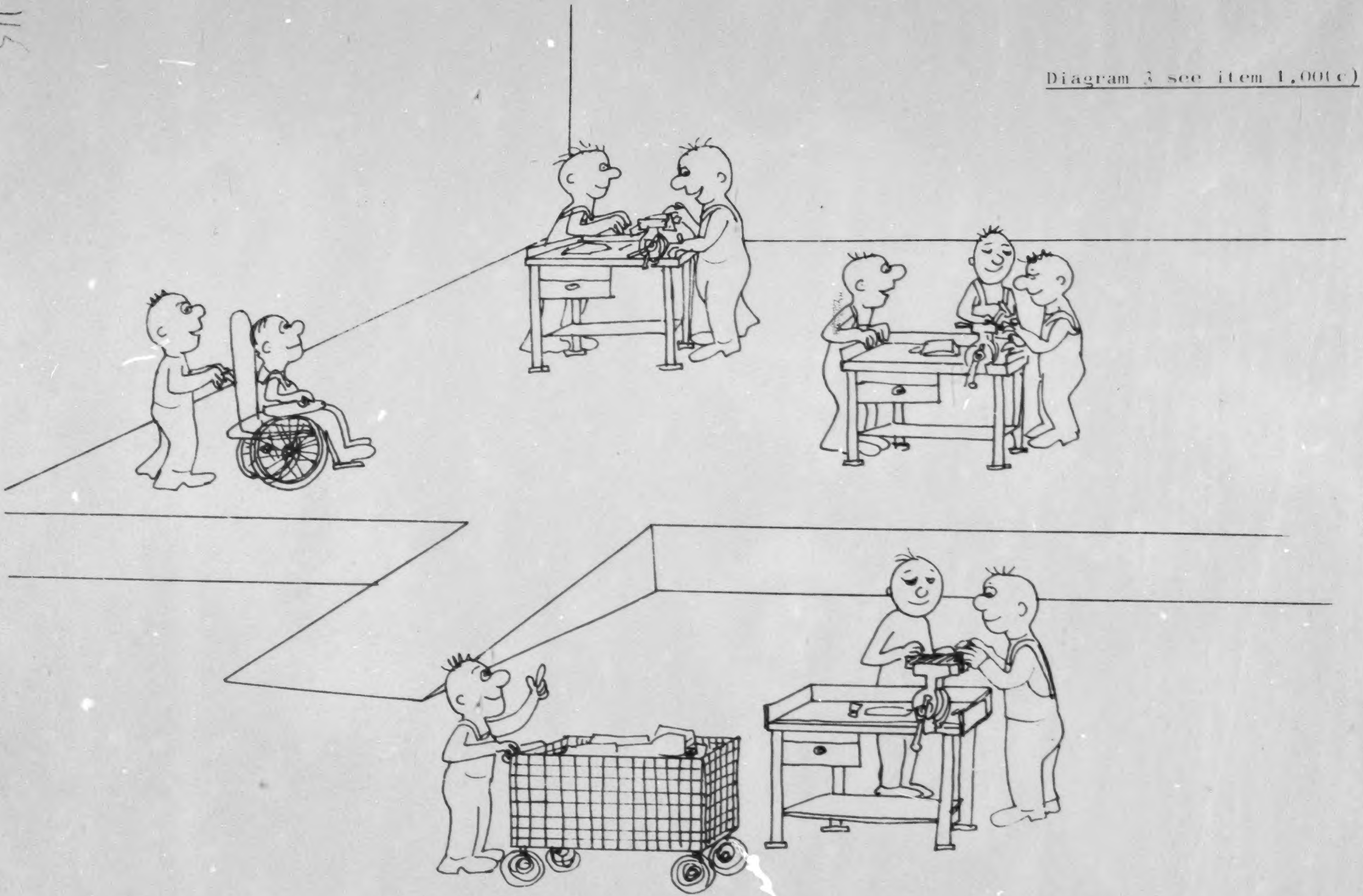


Diagram 4 see item 1.00

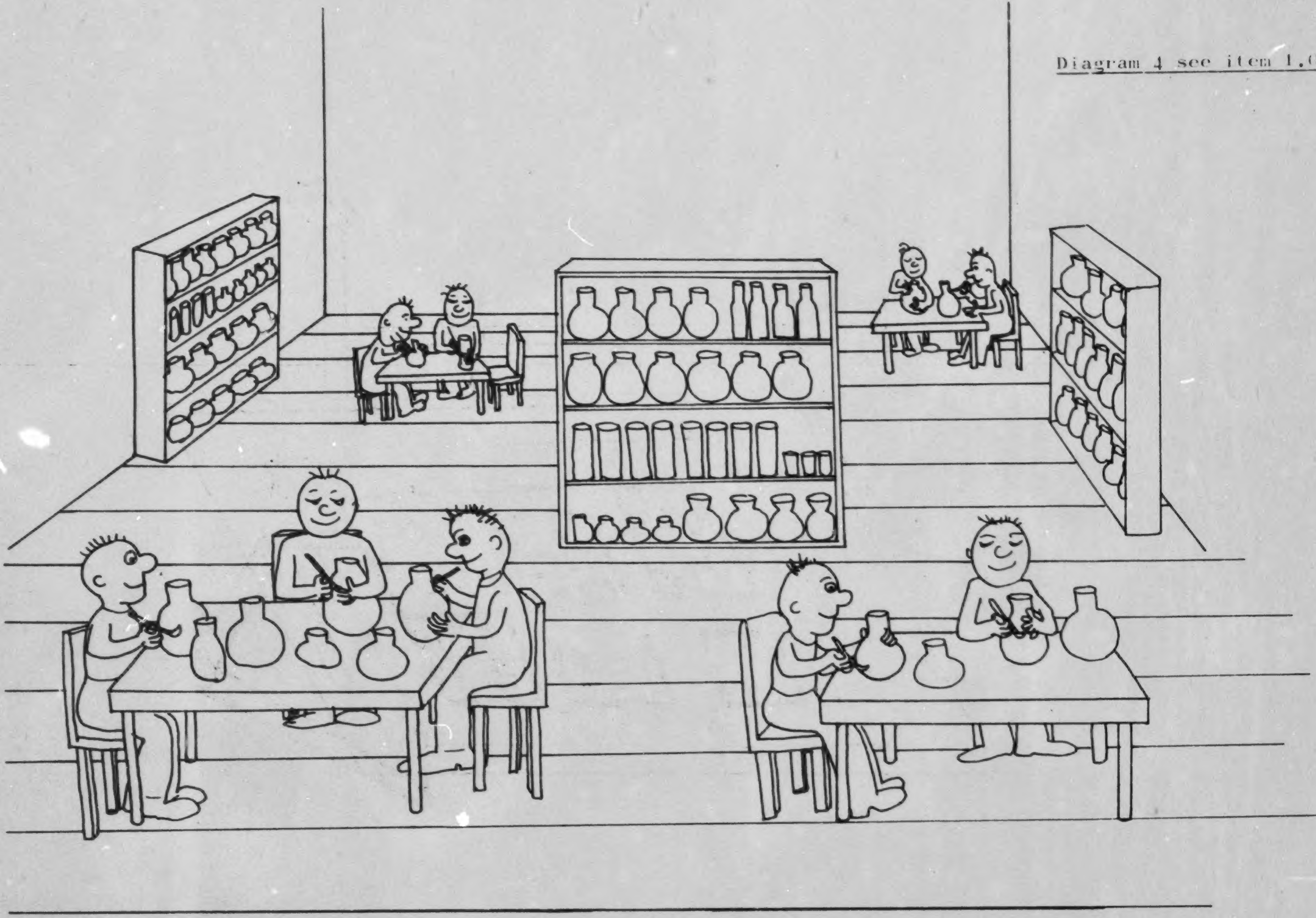
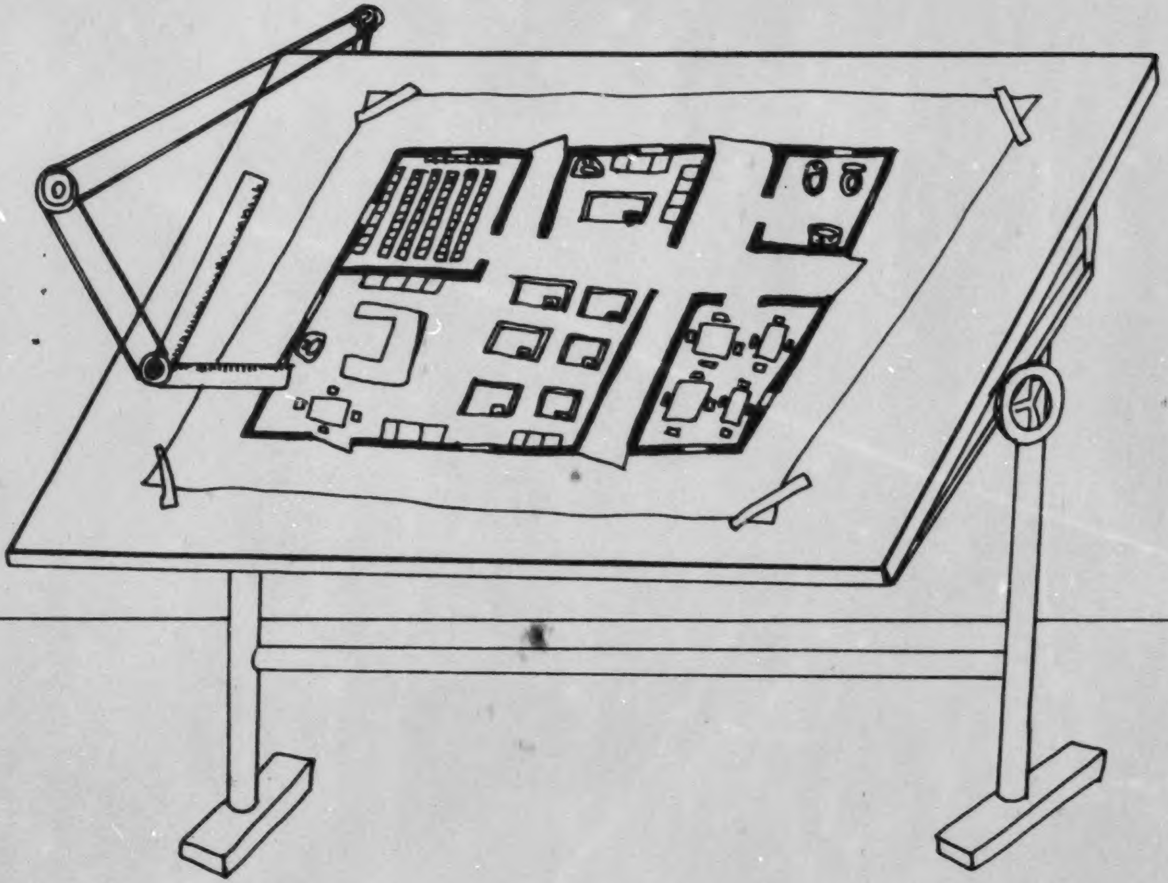


Diagram 5 see item 1.10



DRAWING BOARD LAYOUT

Diagram 6 see item 1.10

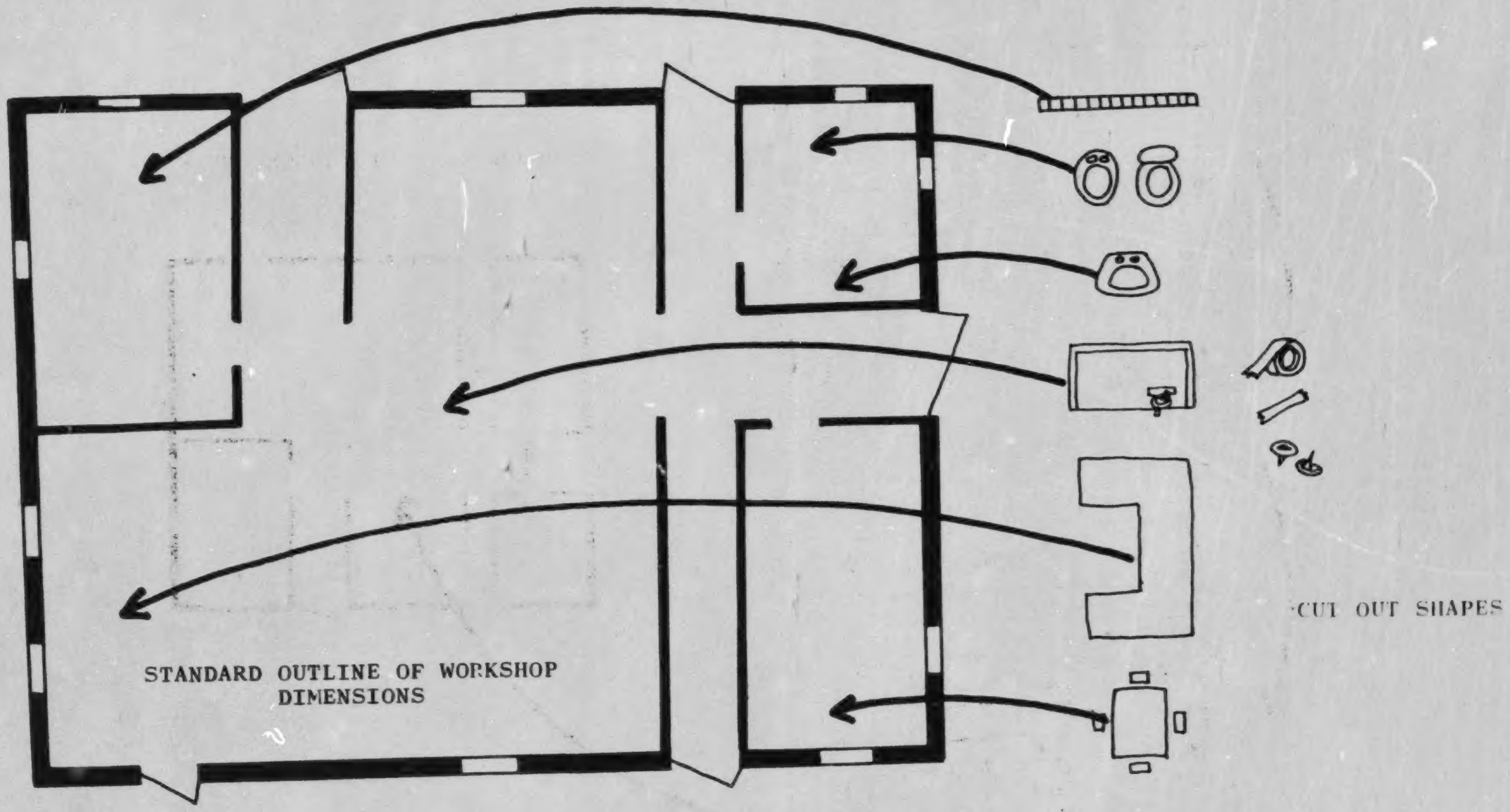
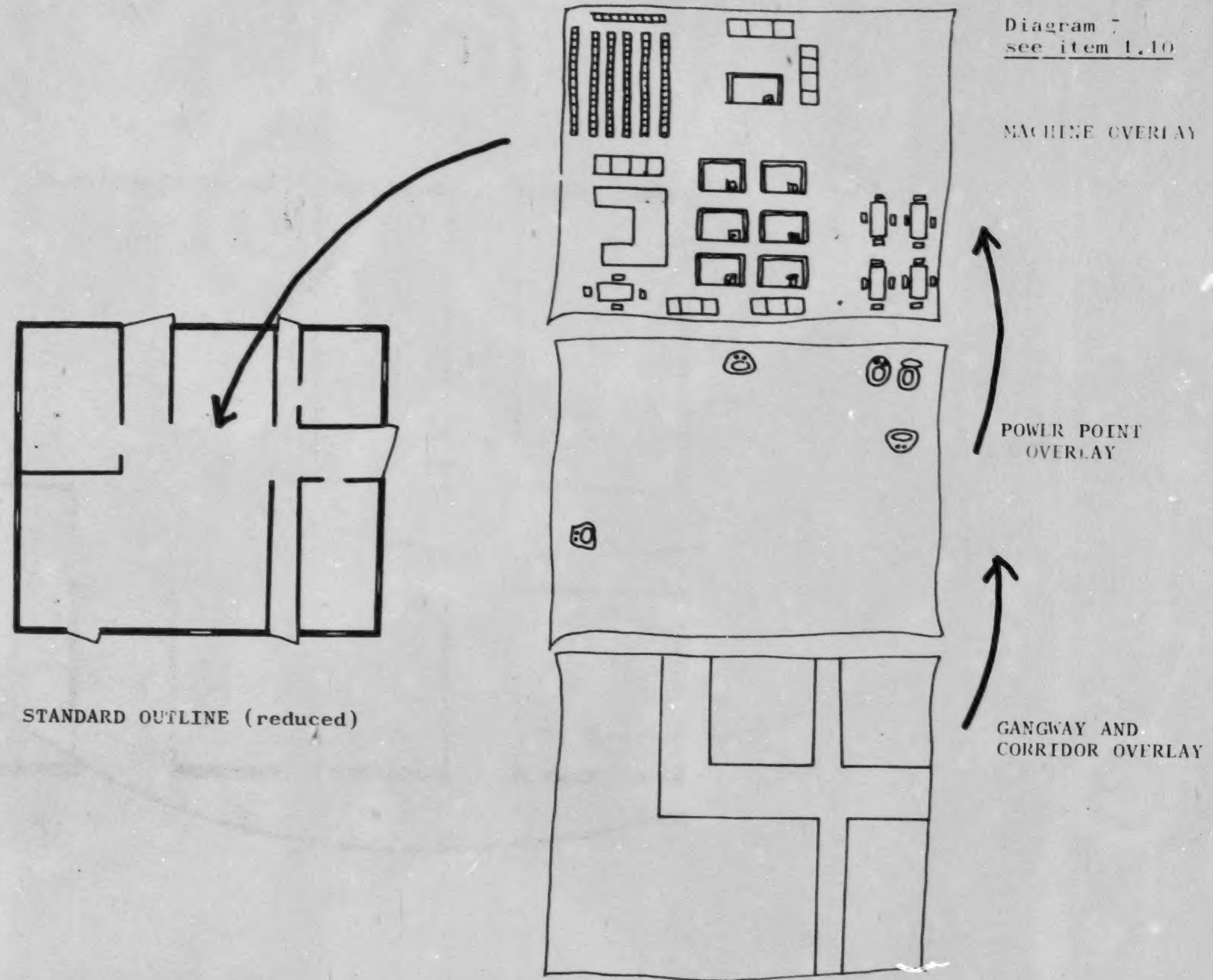

CUT OUT SHAPES
STANDARD OUTLINE OF WORKSHOP DIMENSIONS

Diagram 7
see item 1.10


MACHINE OVERLAY
POWER POINT OVERLAY
GANGWAY AND CORRIDOR OVERLAY
STANDARD OUTLINE (reduced)

Process Chart

SUMMARY

	Present		Proposal		Difference	
	No.	Time	No.	Time	No.	Time
○ Operations						
□ Inspections						
⇨ Transportation						
D Delays						
▽ Storages						
Distance Travelled		Feet		Feet		Feet

Job ____________________

Man or Material ____________________

Chart Begins ____________________

Chart Ends ____________________

Charted by ____________________ Date __________

Details of Present Proposed Method	Quantity	Operation	Inspection	Transportation	Delay	Storage	Distance in Feet	Time	Analysis Why ?				
									What ?	Where ?	When ?	Who ?	How ?
		○	□	⇨	D	▽							
		○	□	⇨	D	▽							
		○	□	⇨	D	▽							
		○	□	⇨	D	▽							
		○	□	⇨	D	▽							
		○	□	⇨	D	▽							
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		○	□	⇨	D	▽							
		○	□	⇨	D	▽							
		○	□	⇨	D	▽							

10. Contribution by a Team at ALERT on the Subjects of Employment Schemes for Leprosy Patients and Training of Staff for Rehabilitation Centres

The contribution took the form of presentations at the time of the visit to the rehabilitation workshops at ALERT (the ERDATA project) on 21.10.75, and a lecture/ discussion on 22.10.75.

Aims

The aim of the contribution was to introduce the participants to the particular problems associated with the employment and training of leprosy patients, to show that these problems can be overcome, and to show how the principles of training in use may be applied to the training of rehabilitation centre staff.

Objectives

After participation in the sessions, the participants should be able to:

1. describe the particular problems likely to be encountered in the employment of leprosy patients;
2. outline the principles upon which employment schemes for leprosy patients must be based;
3. show an understanding of the problems presented by resistance to employment of leprosy patients by employers and fellow workers;
4. show an understanding of the problems presented by resistance on the part of the public to purchase goods made by leprosy patients;
5. discuss solutions to the problems of patients' self-image, employer, employee and sales resistance;
6. describe the effects of gainful employment on the patients themselves and on the attitudes of society towards the patients;
7. outline the principle matters to be considered in choosing a particular type of employment for leprosy patients as a group and as individuals, and in setting up a training programme for those to be employed;
8. describe the processes of training using handicraft training as an example;
9. describe how the principles of training discussed may be applied to the training of rehabilitation centre staff;
10. appreciate the usefulness of a financially independent handicraft project employing leprosy patients as a model for the training of staff for rehabilitation workshop staff generally.

Programme summary

21 October

1. Introduction;
2. leprosy patients' concepts of themselves and their disease;
3. changes in patients' self-image which take place as a result of employment;
4. visit to the workshops to see patients at work, to have an opportunity of observing their attitudes, their competences and their particular disabilities;
5. the principles upon which the workshop has been established;

6. discussion by participants of the material presented so far;
7. overcoming employer and fellow employee resistance;
8. overcoming sales resistance;
9. discussion;
10. visit to the shop (sales outlet);

22 October

11. principles of selection of employment and of the development of training programmes;
12. the training process as exemplified by handicraft training;
13. application of the principles to the training of rehabilitation centre staff;
14. closing discussion.

11. Employment of the Deaf

by

Ato Hailu Yesuneh

Introduction

It is my foremost desire to define the term deafness which will then be frequently appearing in the subject matter that I want to discuss.

Deafness, which is derived from the word deaf, is the inability to hear ordinary speech with or without hearing aids; to say it in other words:

> Listening and talking are so much a part of everyday life that most of us take them for granted. It is difficult to conceive of a world in which some or all sounds are blotted out or distorted. The most serious effects of hearing disorder are that communication between persons is interfered with and that the individual's sensitivity to his environment is distorted.

For instance take your hands and cover your two ears firmly. You will be lost in a world of silence and immediately realise how beautiful and essential the world of sound is.

Deafness can occur at any time to anybody. By looking at the crutches and the wheelchair as well as the seeing eye, the dog and the white cane of the blind, we will be deeply touched by the person's handicap and find a solution to assist him. This is not the case with a deaf person. Deafness is a notorious handicap not visible to the naked eye, as a result of which the deaf are passed unnoticed.

Among children deafness may have far-reaching consequences:

1. The most serious effect is its interference with normal development of language which is the vehicle of all human thought and learning. This effect pervades all the language functions of the hearing-impaired child with the obvious lack of speech or distorted speech being only the most apparent manifestation.

2. It may interfere with a child's normal processes of speech development. Children who cannot hear cannot learn to talk without special help. Children who hear some sounds but not others often develop such distorted speech that it is almost unintelligible.

3. A child born with severely impaired hearing or the victim of early hearing loss is deprived of the close give-and-take interaction with his family and his surroundings which serves as the basis not only for speech and language but for social growth and behaviour and personal satisfaction.

4. If untreated, hearing impairment may interfere with education especially through the child's failure to comprehend and use language. Children with uncorrected hearing loss may be thought to be mentally retarded, particularly when they fall far behind their classmates in school.

5. Children handicapped by hearing loss may have serious problems of adjustment. With inadequate management some may be over-agressive, defiant or disobedient; others become withdrawn and may avoid competitive situations or shun group activities with classmates, thus forfeiting opportunities for stimulation and participation.

6. Parents may have difficulty in adjusting to their child's handicap and the increased responsibilities it imposes. Lack of knowledge about hearing impairment, anxiety about their role as parents, feelings of blame or shame about the handicap may seriously disturb family relationships.

7. The financial burden of providing special diagnosis, treatment, education and training may fall hard on families and communities alike. The cost of education for deaf and hard-of-hearing children is three to six times greater per child per year than for children in regular school programmes.

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8. The child's future as a contributing member of his society may be at stake - especially as concerns his vocation and his ability to relate to and communicate with his neighbours.

In Ethiopia, we have few services for assessment, education, training and employment conducted by volunteer private organisations. However, unless full support is given by the public to already existing programmes, it would be very hard to overcome the problems faced by these organisations. To generalise about the problem of the Ethiopian deaf, the absence of special educational, vocational, social or psychological as well as medical programmes, other than the private ones, so far has left many thousands of hearing impaired persons to vegetate in a life of riddle.

On the other hand, in many parts of the country, the society and parents of the deaf still harbour the traditional attitude and belief that God gave them deaf children because they have sinned, and the once universal belief that the deaf are ineducable is still prevalent and accounts for the limited participation of the deaf in their communal life, as a consequence of which they are deprived of social and language development. Here, we are very grateful for the mission-sponsored deaf schools in the country that have helped to initiate change of this very attitude in some parts; but there is a great deal more to be done. We must realise that the deaf, like hearing persons, want to improve themselves for better living; like others, they marry, work, communicate, attend religious services and social centres.

Present educational and training facilities in Ethiopia, and general problems arising with these

The education of the deaf is conducted by the following missionary groups:

1. The Fino-Swedish Mission is running the Tsehai Memorial Deaf School in Keren in the northern part of Ethiopia. This is a boarding school where up to 60 deaf children are given special education up to sixth grade by means of total communication. After the sixth grade, a two-year vocational programme in tailoring, carpentry, etc. is given. This school is trying its best to find employment opportunities for its graduated students. This school has certified and professional teachers and proper equipment.

2. The Church of Christ. This mission runs the Amha Desta School for the Deaf in Addis Ababa. It has about 50 children attending as day school students. It gives academic education up to the sixth grade and also needlework classes for the girls. It has not given serious attention to further assist the deaf in getting necessary vocational training and employment opportunities. Total communication using the American sign language is used as a means of instruction. The school lacks professional leaders and certified teachers.

3. The Baptist Bible Fellowship runs the Ezne Tsimuman School for the Deaf in Addis Ababa. Here, students teach each other using total communication. It lacks the necessary requirements to be called a school. It is somewhat like a social gathering centre. There is not any form of vocational training. It has no professional leader or certified teachers. Twenty to 30 deaf children go to this school as day students.

Excluding the Keren deaf school, the students going to the other schools in Addis Ababa have problems of attending classes because:

1. The schools are located at the outskirts of Addis Ababa in the same direction to which most of the children go from the centre and other parts of the city. They face transportation problems.

2. Both schools are charging their students school fees which are above their ability to pay and as a result, some of the students withdraw from the schools.

3. Both schools are interested mostly in Bible education, and a student graduating from these schools is not able to get employment opportunity since he is not equipped with the necessary skills for training.

4. Both schools are short of money to improve their programmes; but they never let the public know this handicap.

All of the three schools use English as the language of instruction to which Ethiopian parents are ignorant. Thus, a child, after acquiring the ability to communicate in the English language, is not able to communicate either with society or his family since Ethiopians use Amharic as an official tongue and also speak many tribal languages. So far, these three schools work separately which hampers them in following a systematised programme and the sharing of problems.

In addition to the above three schools, the Mennen Handicraft School and the Fine Arts School in Addis Ababa have come to realise the needs of deaf persons and access to training is also given in these public schools. There are deaf students attending other public schools, but they have no special facilities and assistance; thus students are left to tackle their own problems.

The primary concern of special schools for the deaf is to provide the deaf with speech and auditory training after assessing the extent and nature of their deafness so as to help them develop language. It is hereafter that the deaf should be helped to obtain the necessary training and be prepared for the job market.

Facilities necessary for special schools include

Audiometer

used to evaluate the extent and nature of deafness.

Hearing aids

used by the deaf who have some residual hearing.

Group auditory training units

used in the same way as hearing aids but in this case programmed auditory training is conducted.

Phonic mirror

used in the same way as that of group auditory training units, but in this case a single student practices with his teacher.

Mirror

very useful in teaching speech. The student will look at the lip movements of his teacher through the mirror and tries to imitate them himself.

There is also other equipment necessary for the education of the deaf. How many of the existing schools use the above teaching aids? I have to leave these for you to see on the spot.

Present employment facilities in Ethiopia and general problems arising with these

To the deaf Ethiopian it would be very hard to state that there are employment facilities whose primary concern is for the deaf. However, a few organisations have given access to a few deaf persons.

1. The Rehabilitation Agency. A few deaf have been trained in carpet weaving and are now employees of the Agency at the Ethio-Craft Centre.

2. United Abilities Company. This is the biggest employer of the deaf. In its umbrella and dry cell battery factories it has about 60 deaf who have obtained on-the-spot training and employment.

3. Birhanena Selam Printing Press. This organisation is giving on-the-spot training and employment opportunities to the deaf. There are about five employees at the organisation.

4. The Ethiopian Tourist Organisation. Deaf artists are given work opportunities in the handicraft workshop that is found at Bole. There are about seven deaf employees who practise art.

5. The Mennen Handicraft School. This school occasionally trains deaf persons together with other students in carpet weaving, jewellery, carpentry, basketry, etc. The skilled deaf are either given employment opportunity right there or are employed in other organisations or have established their own workshops.

There are also some companies which gave employment opportunities to one or two deaf people. Most employers would have allowed the deaf to attend on-the-spot training and to gain employment had they been reached by placement officers and had they been well informed about the deaf. Few deaf have organised their own workshops in the field of tailoring, shoe making, etc. These groups have even provided employment opportunities to many hearing persons. The absence of a national programme has left many deaf dependants and those employed are either working in underpaid, unskilled or semiskilled work. Because a deaf person gets his/her work after an arduous job hunt, he/she sticks to what he/she was assigned to do. Despite the fact that deaf persons are hard workers, they are not given promotion and experience a stagnant existence. But like hearing persons, the deaf too should have a choice of job. If a deaf man is placed or given a job that he does not like he may not be productive. So, identifying the type of job a deaf person wants is worth noting. For example, to place a deaf person who knows accounting in unskilled work, like carrying things from here to there, will create dissatisfaction on the part of the deaf person and result in poor production.

In the developed countries major emphasis is given to the education and training of the deaf at earlier ages, and such actions have obtained excellent results. For example, there are deaf persons who are scientists, dentists, engineers, lawyers, executives, artists, teachers, social workers, psychologists, etc. who have gone far beyond helping themselves. The deaf man's field of work and specialisation is as large as that of the hearing, except in telephone operation and the piloting of an aeroplane. The deaf man could be a farmer, printer, carpenter, driver, etc., to state but a few of the jobs available.

There are people who wonder what sort of jobs deaf people can do. The sort of jobs deaf people can do are many and varied. According to the World Federation of the Deaf, there are over 2,000 different types of jobs in which the deaf could be employed. ENAD has also listed some 28 different types of vocations in which the deaf in Ethiopia are at present engaged.

Despite these facts, the number of organisations which give employment opportunities for the deaf are very few. Thus, those deaf people who manage to get employment tend to cluster in some particular organisations only. For this reason many deaf people find it hard to secure employment since those organisations which give employment are already crowded.

Those who manage to get employment mostly end up by landing in a job that, in one way or another, emphasises their deafness to them. The result is that they leave after a few days. We are familiar with many such incidences. One deaf man found a job as a weaver after job-hunting for many days, but he left it after working for a couple of weeks. Asked why he left it, he said that it was a very simple job and that the pay was small. Even among the deaf workers at the umbrella factory, there are many who complain about their jobs.

One deaf fellow, who had a secret hope of becoming a mechanic as it later became clear, was placed at the umbrella factory through the mediation of one organisation. After working for about two years he left. He has now managed to learn to do car body repairs, but he has not got permanent employment since he does not have a certificate. But he is a lot happier now than before.

Such incidences make it clear that it is not enough to secure employment for the deaf. As in the case with the deaf man who said this job was too simple, there are deaf people who expect to be given a tough job where they might prove their mettle. It does not matter to them if they do not have the necessary skills, because they attribute the absence of such skills to their deafness.

Thus, deaf people tend to shun certain types of jobs. A close examination will often reveal that they are not against the particular job in question. When given a simple job they feel as if the employer has said to them "like it or not, you have no other alternative but to take this job ... because you are DEAF".

The limited employment opportunities for the deaf can now be seen as the result of the fact that most employers reject the hiring of deaf persons because:

1. They are uninformed or misinformed about the deaf and think that deaf employees would be dangerous and may spoil their work.

2. Communication problems do not allow the employer to explore the potentiality of deaf job hunters.

3. Employers are much concerned about their profit and they think if they employ the deaf their business will decline; they thus prefer to employ the able-bodied.

Future needs and possibilities

To open new employment opportunities and expand existing ones; it is thus necessary to look at it both from the employer's and the deaf person's point of view.

1. From the employers' point of view information on what the deaf can do must be made available to employers. Such information must emphasise what the deaf are capable of doing rather than their handicaps. The information must also include what communication techniques the deaf use among themselves and when communicating with hearing people. In some cases, not only employers but the general public needs to be educated about the deaf. In many developed countries and some developing ones for instance, deaf people work as bus drivers and in delivery services. Despite the fact that the deaf are among the safest drivers, they are not licenced to operate motor vehicles in Ethiopia. This, it seems, is due to lack of information.

2. From the deaf present point of view this must be seen from two ways:

(a) For those without employment, training must be given to them so that they acquire some skills. If they have skills, they will not have to take those simple jobs which make them feel inferior any more. After the end of the training proper placement is necessary. This is because some deaf people do not feel at home in the presence of many hearing people (bias towards working conditions).

(b) For those who are already employed, a follow-up programme is necessary. We know of one such incident. About four years ago, there were many complaints from the deaf employees of the umbrella factory. Most of them used to be absent from work without taking permission. The result was that their already small pay had to be reduced to a meagre sum through pay cuts. It was very hard for them to see why it had to be cut. Our frequent advice was answered with the complaint that they do a very tough job. But the employers simply cut down their pay for which they had sweated for a whole month. This got better only after I and two other deaf friends had worked for a week at the factory, during which time we explained to the deaf about labour relations and the regulations of the factory.

There is hope for the expansion of training and educational facilities for the deaf. It is a good sign that our Government has established the following agencies and departments whose primary concern is for the social promotion of the handicapped, including the deaf.

1. The Rehabilitation Agency for the Disabled, and

2. The Special Education Department within the Ministry of Education.

As young offices they are striving to plan total programmes for the deaf in addition to the services they now give to other handicapped persons.

Other than those aforementioned organisations, a third but private organisation whose prime concern is also the social integration of the deaf with hearing persons has been established by the deaf and their friends. The Ethiopian National Association for the Deaf with the assistance of expatriate professional advisers has prepared a national plan which will serve as a guideline for future programmes.

In addition, ENAD has been able to pull together parents, teachers, government officials and other interested persons acting as a forum where debate on the problems of deafness are discussed frequently. Presently, ENAD has prepared and come up with a project proposal for a comprehensive diagnostic, prescriptive, treatment, educational and training centre, a badly needed diagnostic service for those disabled persons commonly referred to as suffering from hearing impairment. The purposes of the centre are numerous and include the following:

1. To provide a service for persons with impaired hearing which is not presently available in Ethiopia via educational or medical institutions or agencies.

2. To work closely with the Rehabilitation Agency for the Disabled and the Special Education Department of the Ministry of Education as well as the Ministry of Public Health in developing and implementing its subsequent plans for alleviating the problems of the handicapped, especially those with hearing impairment.

3. To provide a facility through which many people with impaired hearing may have their hearing loss diagnosed (extent and nature) under professional supervision and through which individually fitted hearing aids can be provided for those unable to purchase them.

4. To provide the very essential diagnostic service prior to providing prevocational education and training. During the initial stage of the centre's operations plans will be made for a wide range of prevocational education and training which may take the form of (a) communication skill training in speech and audition, (b) manual communication training for the profoundly deaf (sign language), and (c) basic literacy training for adults with impaired hearing.

5. To provide a diagnostic service and to co-operate closely with parents leading to a better parental understanding of the problems faced by their deaf children. Also, to provide the beginning of sign language/communication training for parents so that they can better communicate with their deaf children.

6. To provide a service for the early detection, diagnosis, treatment and training of the very young, leading to pre-school classes for their much-needed speech and auditory training.

7. To perform a liaison role between the rehabilitation agency, the Special Education Department of the Ministry of Education and various other agencies (hospitals, clinics, private doctors, schools, etc.) particularly in matters pertaining to hearing impairment.

8. To initiate steps whereby the public can become better informed about the importance of the prevention of hearing loss and where loss has already occurred, early detection, diagnosis and treatment. More specific objectives will be those providing accurate diagnosis of the nature and extent of hearing loss among hundreds of persons already identified as having hearing impairment, to supply hearing aids where indicated to those who cannot otherwise afford them, and to plan programmes for prevocational education and training.

During the preliminary phase of this project ENAD will be taking note of the psychological problems of the deaf and will consider these variables as special programmes for the future. The total cost for establishing such a centre is about US$70,000 which we have not been able to acquire as yet.

The Ethiopian National Association for the Deaf has been faced by many deaf who need work and education. It has tried to find training centres and employment opportunities for a few. The majority who are members are still expecting the Association to do something that will enable them to obtain employment. Thus a committee was formed which decided that individual placement, although one way of getting a job, would take time and energy to meet the demands of all the adult deaf. The committee decided that for the first time a garment factory would be established to alleviate the unemployment problem faced by the deaf members of ENAD. The proposed garment factory could give employment for 50-70 deaf at the start. It can be extended through a shift system. The total cost estimated is about US$80,000 for which we need the support of national and international organisations. Once we get the necessary operational and capital expenditure it is believed that similar programmes will be developed and started in other parts of the country where the mass of the deaf are found. It is not our intention to sell out the deaf for sheltered workshops and kill their professional aspirations; however, at this stage we have no alternative for the unskilled adult deaf.

ENAD provided needlework training for 18 deaf girls last summer, most of them students in the existing deaf schools. Today we are training 10 deaf girls and letting them sell what they make. We have the idea of expanding this programme and also another plan to start art work provided a suitable compound is found.

Conclusion

To start effective programmes and to avoid repetition, waste of money, energy, etc., it is my sincere belief that serious attention should be given to the special education of the deaf; for this the co-ordination of ministries, agencies and organisations is most vital to reflect the problems arising because of deafness for society.

Here, I do not mean that we have to disregard the needs of the adult deaf. Because nearly all of the deaf are uneducated and could face the problem of finding employment at this stage it is necessary to train them for sheltered workshops.

At this era of technological change and advancement where machines have all types of written information, sound education and training for the deaf will make them better prepared for the type of work they want.

In order to launch a sound total programme it is of prime importance to note that Ethiopia should have professionals such as special teachers, guidance and counselling officers, psychiatrists, placement officers, national interpreters, etc., without whom all efforts will be in vain. Now is the right time to select candidates who should be provided with scholarships to attain professional qualifications from experienced higher institutions abroad. In the meantime, it is possible to attain expatriate advisers to launch such programmes.

In a developing country like Ethiopia where the mass of the population are uneducated it is the responsibility of the Government to initiate and lead such programmes. Perhaps the Government may have certain problems such as the rehabilitation of drought victims, but UN specialised agencies like UNESCO, UNDP, ILO, etc., and the developed countries could help in the establishment of programmes for the deaf and in providing scholarships. It is after this that we may make the deaf creative and competitive employees.

References

A comprehensive plan for the hearing-impaired children
Report of Illinois Commission on Children
May, 1968.

12. The Problem of Blindness in Africa

by

Mr. T.L. Wijenje

KENYA

Blindness in Africa is one of the consequences of the complex underdevelopment situation which exists in nearly all countries on the continent. It is associated with the characteristics of low incomes, low educational standards, undernourishment, low health standards and therefore low work output. The fight against blindness and its after-effects is therefore part and parcel of the whole process of development in every country.

The African continent is a vast land mass which is inhabited by people of various races under different countries and governments. Their development problems are, however, similar and there are few differences in approach to these development problems. One of them is blindness.

There have been significant advancements in the general economic development in most of the countries of Africa since the 1960s when most of these countries achieved their political independence. These advances in development have not, however, been able to match the constant high increase in population which in some countries such as Kenya, averages more than 3 per cent per annum.

In view of the complexity of the problems of underdevelopment in Africa, and the machinery that has been employed to manage the economics, it is not quite clear whether the problems arising from blindness have received the priority they deserve in the planning of development in the countries affected.

This is evidenced by the fact that in most African countries, it is voluntary organisations that were pioneers in the field of rehabilitation of the blind, and that government involvement is a recent development.

There is no doubt, however, that the consciousness is there, and it has in many cases been exploited by private organisations to the benefit of the countries concerned, and the blind people themselves in particular.

The African continent being so large, with more than 58 countries, has a very difficult work in counting its inhabitants, although the recent survey from the United Nations, through Whitakers Almanack 1975 manual, reveals the African population to be somewhere above 303 million people. No one can number the blind people with certainty. Census returns are quite inaccurate in enumerating the disabled, let alone the blind in most parts of Africa. Authorities in African countries have been more concerned to save eyes, polio, etc., than to count heads. If the definition of blindness recommended by the World Health Organisation (Report of Expert Committee, November 1972) were adopted, it is likely that an average incidence of 500 per 100,000 would be the minimum credible figure for the whole of Africa with, of course, much larger figures in areas heavily afflicted by trachoma and onchocerciasis.

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The National Blind Welfare Organisation exists in all the Commonwealth countries of Africa but there is still insufficient training for senior administrative staff. Particular importance therefore is attached to the plan now being implemented by the Government of Nigeria, in consultation with the Royal Commonwealth Society for the Blind, to establish at the Kaduna Staff Training College, a comprehensive course at graduate level for blind welfare administrators. This course, which we hope will begin next year, will offer training to senior administrators of national programmes for the handicapped.

Blind persons' most important need is for education, rehabilitation and opportunities of employment. Great numbers of blind African citizens live in destitution and loneliness. We are aware of the diversity of customs, traditional beliefs and religious divisions, not only within the continent but often within the individual countries themselves, with big problems created from these differences. It is not possible here to go into details for all areas of our continent. The one essential point is the fundamental and inalienable right of all blind people to be allowed to work according to their capabilities and not to be excluded on account of blindness alone. It is a duty of all of us who are concerned with the future of blind persons to ensure that opportunity and training are made available. Taking into consideration our own country's economical structure, its future development plans and its ability to absorb into these plans not only blind workers, but those with other disabilities.

Most African Governments have realised the importance of including disabled persons into their respective country's development plan which was not the case before. This brings in people of all stages, children, adolescents and adults, both male and female. As to the blind, there are those who were blind in infancy before formal education was possible, then uneducated peasants who become blind in later life, young blind of the generation who are able to go to school and be educated at special schools or by the integration method, and newly blinded educated adults. Each must be approached differently, having different standards of past achievement which should be matched with appropriate plans for the future.

This brings us to the problem of rehabilitation and the tasks of assessment, which is to assess education, retraining, mobility, dexterity, training, etc. All these require properly qualified and dedicated teachers, who must be constantly learning and experimenting in a new field of activity.

Every country, whether predominantly agricultural or industrial, tries to acquire the highest standard of living for its population by increasing production in all branches of its economy. The government of a predominantly agricultural country should be induced to accept blind persons into agricultural colleges provided the educational standard is right and there has been a period of rehabilitation with great emphasis on mobility techniques.

Industrial countries with modern machinery and transport use complicated equipment and improved technology in manufacturing and their distributive industries in public and other services, with the result that a higher level of knowledge and skill, but less physical effort, is required from the working population. Even in countries which have large numbers of unemployment, specially qualified labour is always in demand and this kind of labour can only be prepared through the best possible practical and theoretical training of the available and trainable human resources of the country.

Vocational training in the generally accepted sense includes a wide range of activities essentially aiming at providing the skills and knowledge required for the employment in a particular sector of economic entity.

Often there has been great disregard for the traditional rural crafts of blind people, such as mat and basket making, weaving, simple carpentry. With this I do not agree. Of course there must be a market for the finished article and more important the blind man must not be working too far below his intellectual capabilities, resulting in mental stagnation and frustration. There is a host of profitable rural crafts easily within reach of the simple blind man's skill given good training and market research done by the placement officer and the case worker. This is the most important point to be borne in mind, especially by blind welfare workers in Africa.

At the level of the family there is much spontaneous charity and it may be that in this, as in other matters, Africa will develop its own charitable institutions, providing programmes appropriate for the special needs of the blind.

There is much to be said, particularly in new countries, for breaking unnecessary administrative divisions.

One of the objectives should be that blind persons will be educated and trained in line with modern practices. Many African countries have advanced due to the general acceptance of the system of open or integrated education of the blind. Such systems are now in operation in Uganda, Tanzania, Zambia, Malawi, Rhodesia, Botswana, Nigeria and Sierra Leone. Teacher training establishments exist in Malawi, Zambia, Uganda, Nigeria and Ghana. In most African countries more has been done for blind boys than girls. This being International Women's Year, there should be emphasis in our African countries to extend opportunities for blind girls. However, the most impressive advance of the past few years has been the development of secondary education facilities for blind students and these now exist in most of the African countries with which we are concerned.

Another objective is that the fullest use should be made of existing facilities, providing these can be modernised, have adequate capital available, and use professional management and rigorous marketing.

Rural employment has unfortunately not progressed satisfactorily in Africa during the past few years. This is not due to any lack of practicability in such training, but largely to administrative failures. It was estimated 3 years ago throughout Africa that during the previous 12 years, some 2,000 blind farmers had been trained and resettled. I do not believe that number has increased since then, and may have receded. I wish to make a strong plea for rural employment so as to stop our people from flocking into towns where they later drift to begging in the streets, yet they could easily earn their living staying with their relatives in their villages with less risk of the complications of town life.

Urban employment. Urban workshops or urban training centres for the blind now exist in most African countries. For the most part they are small and not highly productive. The policy followed is that employment and training facilities should be along one of two lines of development. If they really are serving the needs of a modern urbanised community, they should be mechanised, expertly managed, and based on the subcontracting principle and in most cases, should employ sighted labour including, of course, sighted disabled people. If they are serving a traditional area, productivity should be based firmly on local requirements and the use of indigenous materials. Generally speaking we have not been nearly imaginative enough in developing new trades and markets for the blind.

Industrial placement. This has hardly yet begun in Africa. There are some small schemes in Ghana, Nigeria, Kenya and Zambia but nowhere has a really effective staff of expert placement officers been established. If a suitable programme were worked out on a regional basis, developed countries or international bodies (such as the Royal Commonwealth Society for the Blind, England; American Foundation for the Overseas Blind; Christophe Blinden Mission, Germany, etc.) could be approached for assistance, probably to collaborate with staff training and initial support.

Those who are not absorbed into the workshop should be assisted to work in unsheltered industry. This depends on sustained effort by a devoted social worker or expert placement officer who are greatly needed in Africa.

In order to succeed in our work so as to alleviate the problem, we should consider some of the following:

- the goal of successful training means satisfactory job placement;
- to ensure placement at the end of training the actual needs of the labour market should be borne in mind;
- training must be conducted in an efficient and businesslike manner;
- careful selection of trainees is essential to successful training;

- the training and appointment of a dedicated and trained employment officer;
- the vital importance of mobility and the need for expert training in technique;
- a willingness to integrate all disabilities where there can be a common advantage to all;
- the creation of public goodwill and understanding by the improvement of the blind man's image in Africa. The climbing of Mt. Kilimanjaro by a group of blind people is a superb example of this.

Personal experience

Through working with blind people for the last 10 years, I have developed a personal love of my work of rehabilitating the less fortunate, who in most cases succeed in accepting their blindness and achieving their goal of independence through suitable employment.

I have trained people in various trades, e.g. simple carpentry, mat making, basketry, weaving, leatherwork and leather tanning, shoe repairing, factory operative, typing and telephone operating.

In many cases, I have had to struggle with the students who successfully complete their training to find them jobs in factories, government offices, hospitals, manufacturing companies, or start them in a co-operative society so that they can work for themselves with the assistance of social workers, community officers, etc.

It has not been easy to find devoted and qualified manpower to man the workshops or teach in schools for the blind in Kenya, and I think this is true for Africa as a whole. There are a few people who can do the job but not enough for the country's needs. There is great need for assistance to establish centres for the training of teachers, workshop managers and administrators for the blind in Africa.

There are many problems in this field. To resolve them, we must first have a properly planned programme. Basically we must examine the manufacturing possibilities as well as carry out a market survey. We must offer good training to the blind, observing established social welfare patterns.

This reminds me of one of the most challenging activities I undertook in this field. This was when I led the Kilimanjaro expedition sponsored by the British Royal Commonwealth Society for the Blind (during the year 1969) to whom I am very grateful. I suggested the event to the Director of the Royal Commonwealth Society for the Blind, Sir John Wilson, who gave me full support and encouragement. It was a hard task training and advising the blind participants and then climbing with them to the 19,321 ft. summit. That all of us returned safely demonstrates that trained blind people have the mental and physical stamina to achieve important goals.

Finally, the man who has satisfied his needs for esteem or a fair proportion of them, moves on to his need for what behavioural scientists commonly call self-actualisation. When I refer to self-actualisation, I mean the desire to become more and more what one is, to become everything that one is capable of becoming, e.g. "a musician must make music, an artist must paint, a poet must write" if he is to be ultimately at peace with himself. What a man can be must be.

13. An Outline of Employment of the Blind in Ethiopia

by

Ato Shoarega Zewde

Background information

In Ethiopia as well as in most other countries, blindness is considered as the most severe handicap. Since in Ethiopia a greater number of people earn their living by farming which embraces a wide diversity of tasks, we should not wonder that blindness be thought of as the severest handicap.

Generally in our society blind people are considered as dependants and recipients of alms; a great many blind people, nevertheless, have tried to be self-supporting. In the past in Ethiopia, blind people have worked as lawyers, educators, advisers and the like.

In Ethiopian society a blind man is encouraged to go to religious schools: blind people are thought of as wise and open-minded for knowledge. There are many blind people who have spent years being trained in church education, but unfortunately they are not able to obtain self-supporting employment.

The braille system is considered a key to the education of the blind in modern times. Braille was introduced to Ethiopia around the second decade of the twentieth century by the American Mission. Braille, however, remained inert until the early 1950s.

The Swedish Mission was the first institution to open a school for the blind using the braille system. It was soon followed by the opening of a school for the blind, jointly run by the Mennonite Mission and the then Haile Selassie Welfare Trust. After then, three more schools have been opened. All the schools are elementary and include some sort of handicraft. The kinds of handicraft include: basket making, brush making, weaving, etc. Training the blind in handicrafts has been useful to some extent. For example, in Bako, a co-operative of blind weavers has been established, and other blind people use their knowledge of handicrafts as a hobby.

Problems faced in education and job placement

Education of the blind has many obstacles and problems:

1. the equipment necessary for the education of the blind is brought from foreign countries at high costs;
2. families of blind students are not able to share the burden, firstly because of poverty, secondly because of carelessness;
3. since the education of the blind was started by philanthropic private organisations, the Government did not take responsibility for problems of the blind.

Sometimes the Government has been a stumbling block in the progress of the education of the blind. The Ministry of Education, for instance, stopped blind students from continuing education above seventh grade and, at other times, it was not willing to accept blind students in normal high schools. Reasons given by the Ministry were:

(a) that normal high schools did not have the necessary equipment for the blind;

(b) that the Ministry did not have teachers trained to teach the blind.

All these things were not, however, essential for the blind student: what was essential was to give him a chance of learning with the sighted with the meagre resources available. Blind students were given the chance of trying and this has opened the way for the Ethiopian blind to go to colleges and universities.

At this time, Ethiopia has two blind people at master's degree level, about ten at bachelor's degree level and five at diploma level. There are now 18 blind students in college and university.

We consider the opening up of educational opportunities a great success. Still there are great problems in all areas of education and more work to be done on the education of the blind.

A table showing young blind students in different schools and colleges in Ethiopia follows:

Schools and colleges	Number of students
Sebeta School for the Blind	142
Abreha Bata School (Asmara)	50
SIM School for the Blind (Wolamosodo)	108
Swedish Mission School (Bako)	48
West Cyno School for the Blind (Gimbi)	45
German Church Centre (Addis Ababa)	12
Junior high school students in various schools	50
Senior high school students in various schools	70
College and university students	18

Employment opportunities for the blind in Ethiopia are thought of as the greatest problem by the blind themselves and institutions established to rehabilitate the blind. However, the number of unemployed blind people who have been to modern schools is very low. There were times when educated blind students were not able to find jobs. Many blind students are disgusted with pessimistic employers who cannot see what the blind might do: such employers only see things that the blind cannot do.

The first official request for jobs was presented about 19 years ago by about ten blind students who were not allowed to continue their education above seventh grade. These students asked the Ethiopian Government to give them jobs according to their level of education. Their request was taken into consideration and they were given an allowance until they obtained jobs.

Since then their requests for employment have been directed to the Head of State and the Parliament. Still the struggle continues.

There are some basic reasons for the lack of employment opportunity for blind in Ethiopia:

(1) Employers have no confidence in the blind employees; they are biased against the blind and do not give them a chance to prove themselves.

(2) There is a high rate of unemployment in Ethiopia, therefore it is more difficult to get jobs competing with able-bodied persons. Naturally the employers would prefer an able-bodied person.

(3) Blind students have not been educated to a high standard. School curricula have not been arranged in such a way as to make the blind student self-supporting. If a blind student fails to reach an academic standard, then he is doomed to either beg or be dependent on his family. There are no organised institutions to help the blind student find jobs or to encourage self-help.

The vocational training given at Sabata School is well known by name; it produces various articles but those trained in these crafts do not use them at all. The school claims to have trained a certain number of blind students in its training centre who obtained employment in UAC. Sending trained blind students to UAC is a waste of time, energy and money. This is because job places in UAC could be filled by untrained blind people from the streets. I think the Sabata School or other schools should train their students with specific employment goals in mind or else resources which could be useful for other purposes are wasted.

It is recommended that schools for the blind should train their students with a view to making them useful to themselves and society.

There should be organised institutions to guide and aid the blind in training and job placement.

Present employment of the blind

It is believed that there are many blind people who are self-supporting in various walks of life. Here we shall try to indicate employment areas which are in one way or another rehabilitative and include a form of training or organisation.

A table showing areas of employment of the blind in different walks of life

Areas of employment	Number of blind people employed
Teachers in various private and government agencies	38
Law practitioners	8
Physiotherapists	5
Preachers	7
Administrators	1
Telephone operators	1
Social workers	1
Printing press workers	5
Musicians	1
Ethio-Craft Workshop employees	86
United Abilities Company	90
Birtholomus Carpet Workshop	20
Ethio Co-operative Union for the Blind	30
Co-operative of Weavers	24

Though we cannot be proud of the small number of blind people in employment, it is believed that this is an achievement despite existing obstacles in the way of rehabilitation of the blind. As indicated in the table, the greatest number of blind people are employed in industrial workshops.

The educated blind are mainly teachers. Past and present experience has shown that blind people could become good educators. So far in many schools, blind teachers have been appreciated both by students and staff. If we work harder, other areas of employment could be created and the existing areas could be expanded.

Possible areas of employment for the blind

There are many possibilities of employing the blind. As we have seen from the table, there are many areas in which blind people earn their living. We do not see much hope in improving the rehabilitation of the blind in the near future; however, with the new philosophy of "Ethiopian Socialism" it is believed that blind persons should not be left as unproductive and destitute members of society.

A glimpse of hope is seen in aiding and rehabilitating the blind through the Ethiopian Co-operative Union for the Blind. According to information obtained from the union, there is a plan to open a school which would train blind children and train them in a way they could be useful to the farm co-operatives in their neighbourhood. This school will include both academic and vocational training. The vocational training includes handicrafts, poultry, horticulture and the like.

This union is planning to establish a brush-making centre in co-operation with the Makane Yesus Church. The union has also mentioned that it is arranging to start a training centre for telephone operators in co-operation with the Ethiopian Telecommunications Board and foreign companies who produce telephone switchboards for the blind. If the Co-operative Union for the Blind works hard, the future of the blind could be bright.

Recommendations

Until this time, private organisations have been helping in the work of rehabilitating the blind. I feel it is the right time for the Government to assume more responsibility in this direction.

The blind or other disabled people should not be segregated in a sheltered workshop. This type of segregated rehabilitation centre creates social problems, i.e.:

(1) inferiority feelings in the disabled persons themselves;

(2) inferiority feeling in the family of the disabled person;

(3) the first problem may lead to discrimination of the disabled and create enmity between the disabled and the able-bodied population.

It is strongly recommended that disabled persons be integrated in active social and economic life. Selective placement would help ensure that the blind are placed in jobs within their individual capacities.

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14. Employment Through Co-operative Schemes

by

Mr. J.J. Bochet

Introduction

1. Like able-bodied people, the disabled can exercise their profession either on an individual basis, or as workers in business firms, or as workers in non-profit-making enterprises, run by welfare associations or by government services.

However, one type of enterprise which seems to be the best in many respects is the Co-operative Society, provided it is well managed.

2. The main features of co-operatives are listed in the following definition:

- "a co-operative is a business organisation that is owned by those who use its services, the control of which rests equally with all its members; and
- the surplus earnings of which are divided among members in proportion to the use they make of its services".

However, this definition covers only the "business aspects" of a co-operative and shows the difference between a co-operative and other types of business organisation.

In fact, a co-operative is much more than a mere business organisation.

Dr. Georges Fauquet, first Director of the Co-operative Branch of the ILO and a well-known co-operative thinker of the twentieth century, wrote in his famous book "The Co-operative Sector":

> The primary aim of co-operative institutions is the improvement of its members' economic position. But, through the means which it employs and the qualities it demands of its members and develops in them, it achieves a higher purpose. The goal of a co-operative is to create a sense of individual and joint responsibility in all men, so that they may rise individually to a full personal life and collectively to a full social life.

3. The conclusion that can be drawn from the above definitions, is of course that co-operatives require a lot of qualities from their members, the most important being: reliability, honesty, self-sacrifice and efficiency in their activities.

The better qualified the members are, the greater the success and the benefit that can be expected from the activities of a co-operative.

How to start

4. Somebody should take the initiative. Who? Logically a group of potential members of the co-operative. However, often an outside supporter or a civil servant (from one of the ministries or departments concerned: social welfare, rural development, trade and industry, co-operatives, community development, health, etc.) suggest the constitution of a co-operative.

At this stage, a preliminary feasibility study should be carried out and, if its results are encouraging, the objectives of the co-operative should be well defined.

5. The potential members should be contacted, motivated and educated

No need for special training for this purpose. Co-operative organisation could be one of the subjects of the vocational training curriculum.

Voluntary leaders of the group could be invited to participate in special courses for their preparation as future members of committees and of boards of directors.

Concurrently, investigations should be undertaken, with a view to obtaining the minimum support required, e.g.:

- assistance for organisation, advice on legislation, approach to authorities concerned, etc.;
- accommodation, financing, management, etc.;
- detailed feasibility study (supply of materials, manufacturing, marketing of products, storage, etc.).

6. Preparation of a detailed plan of operations: e.g. layout of the workshop (or organisation of homework), distribution of responsibilities, according to skills and aptitudes of the members.

7. Constituent meeting: formal decision by the members to join the co-operative; approval of the by-laws; election of board of directors and committee members.

8. Launching of activities: appointment of manager, deputy managers, technical and clerical staff, beginning of operations.

Main obstacles to be avoided or overcome

9. Obstacles of a human nature:

(a) Impatience of members to benefit from great advantages from their co-operative, before they have contributed to its development by their own efforts and contributions.

(b) Confusion in the mind of members as to the real meaning of co-operatives which are neither welfare societies nor government institutions.

(c) Members usually illiterate and unable to carry on their statutory right of "control" of the activities of the co-operative. This may lead to abuses and dishonesty of managers and committee members.

(d) unreadiness of the members to defend their rights and to combat abuses. They usually prefer to abstain from appearing in meetings and cease their activities with the co-operative.

(e) Difficulty of implementing the true co-operative principles in traditional societies, in developing countries.

10. Obstacles of an economic nature:

(a) Very limited resources of the members at the start of the co-operative. Impossibility for the co-operative to benefit from the services of a highly qualified manager. The vicious circle: "poor business due to poor management and poor management as a result of poor business" can be broken by subsidising salaries of managers, on a decreasing scale.

(b) Imbalance between production capacity and marketing possibilities.

(c) Seasonal activities (mainly in agriculture).

(d) Lack of sense of business and of notions of profitability of the members, who prefer to distribute the surplus (bonus), instead of reinvesting it to develop co-operative activities and establishing the co-operative firmly.

(e) Difficulty of getting the minimum of credit required for investment in buildings and equipment, working capital for stocks of materials and for recurrent expenditures.

(f) Inadequate infrastructure.

Remark: The purpose of this review of the most common obstacles to the smooth progress of co-operatives is to warn the promoters of co-operatives so that they can be prepared to avoid or overcome them.

Special characteristics of co-operatives with regard to disabled people

"Employment through co-operatives" is the subject of this lecture.

11. Very often in developing countries, especially in rural areas, persons possessing a spirit of entrepreneurship are rare. Thus, locally available materials and manpower remain unused or underused.

"Unity is strength" is one of the mottos which describe well the purpose of a co-operative.

Co-operatives can be used by people with limited resources, to mobilise local means of production and to raise their income, in agriculture as well as in various other trades.

12. The disabled are usually persons with very limited resources, yet with even greater needs than the able-bodied. For that reason, co-operatives can be of great assistance to them.

13. One may ask the following question:

"Should the disabled organise their own co-operatives, or should they join in co-operatives together with the able-bodied?"

One advantage of having disabled and able-bodied in the same co-operative is that they can share out the activities in accordance with their aptitudes. Another advantage is that the disabled will have the feeling of being fully integrated members of society.

On the other hand, co-operatives consisting exclusively of disabled may benefit from some additional privileges, like, e.g.:

- tax exemption or reduction;
- state grants for rehabilitation purposes;
- exclusive or priority option with regard to the production of certain products and services.

14. Which types of co-operatives are the best suited for the disabled?

For years, welfare associations have endeavoured to provide employment to disabled persons in various craft activities, usually at a loss.

Nowadays, efforts are made by some private enterprises to employ not only able-bodied but disabled, as well. I know of a preserves factory recruiting as much as 20 per cent of its total staff from among the disabled, making them partially or fully independent economically.

In rural areas, many disabled can also be employed in agriculture or related activities, such as:

animal husbandry, in general, but more specifically -

- poultry raising;
- pig raising; and
- beekeeping;
- agricultural implement making;
- repair of agricultural implements;
- preservation of fruits and vegetables.

Of course, disabled who had the privilege of being educated can be employed by co-operatives as accountants, secretaries or even managers.

15. Which type of assistance do the co-operatives comprising disabled require?

While in industrially-developed countries this assistance is mainly necessary for rehabilitation purposes, in developing countries there is in addition a great need for assistance to the co-operative itself, for its organisation and its management. However, it should never be forgotten that co-operatives should be profitable and self-reliant as soon as possible.

16. Source of assistance? Welfare organisations? Government?

Role of governments

17. Since its foundation in 1919, the ILO has inserted the promotion of co-operative ideals and activities in its programmes. Albert Thomas, the first Director of the ILO, was himself prominent in the co-operative movement, in his own right.

In June 1966, at its 50th Session, the General Conference of the International Labour Organisation adopted Recommendation No. 127: "The Co-operatives (Developing Countries) Recommendation".

The following paragraphs of that Recommendation concern the role of governments:

> 4. Governments of developing countries should formulate and carry out a policy under which co-operatives receive aid and encouragement without losing their independence.
>
> 5. (1) In elaborating such a policy, regard should be had to economic and social conditions, to available resources and to the role which co-operatives can play in the development of the country concerned.
>
> (2) The policy should be integrated in general development plans in so far as this is consistent with the essential features of co-operatives.
>
> 6. The policy should be kept under review and adapted to changes in social and economic needs and to technological advances.
>
> 7. Existing co-operatives should be associated with the formulation and, where possible, application of the policy.

18. As long as the co-operative movement lacks sufficient resources of its own, the main responsibility of the Government is to provide the following assistance and support:

- extension services and technical advice;
- training facilities for co-operative personnel at all levels for members and office bearers;
- educational programmes at all levels, including the provision of specialised schools and colleges for co-operative education;
- funds. Government can also supply financial aid to co-operatives, especially in the initial stages. Such financial assistance should, however, be designed to assist rather than to inhibit the initiative and effort of the members of co-operatives and it should never be used as the initial "bait" to attract popular participation in co-operatives.

Co-operatives and the Second United Nations Development Decade (DD2)

19. In connection with the DD2, the 52nd Session of ECOSOC adopted Resolution 1668 (LII), in 1972, on the Promotion of the Co-operative Movement during the Second United Nations Development Decade.

This proves that the importance of co-operatives is recognised at the highest level.

Periodically, the Secretary-General of the United Nations is requested to report to the Council, as part of his over-all appraisal of progress, on the contribution made by the co-operative movement to the objectives of DD2.

15. Organisation of Vocational Training Workshops

by

Mr. R.J. Percy

In training, as in most other things, if you know where you are going you are more likely to get there efficiently.

This may seem very elementary but it is nevertheless true that most of the mistakes made in training can be traced back to lack of sufficient thought at the beginning of the programme.

It is essential that proper planning should be carried out, for this will greatly simplify the task of training.

This planning should include first of all an identification of training needs. The planning of a training programme begins by asking the question "What do I want this trainee to do at the end of training?" If the training is for entry into employment it will be necessary to make a close study of employment needs in the area and, even more important, to find out what are the exact skill and knowledge requirements for each occupation by means of a job analysis. Once you know exactly what the trainee will be required to do, the planning of the programme follows a logical sequence.

For example, once you know what practical work has to be done, it becomes a relatively simple matter to determine the theoretical knowledge needed to perform this work, and from this the educational level required for entry into the training scheme. On the other hand if the trainees do not have the required background, it may be necessary to conduct a pre-entry course to bring them up to this level. Alternatively, it may be possible to include the additional subjects as part of the training programme. The point is that it is only by knowing exactly where you are going that it is possible to get there by the best route. Unfortunately, many people start the planning of a training programme without this knowledge and fail to achieve the desired results.

It must be remembered that most employers are in business to make a profit and each employee is expected to make his contribution to this.

Put yourself in the employer's place and ask yourself "If I am going to employ this person and pay him the rate for the job, what do I expect from him?"

It must also be realised that unless the trainees obtain employment in the occupations for which they have been trained, the training will have been a waste of effort, time and money.

If the training is to meet a need within an organisation it must be based on a clear and exact understanding of what need and a systematic analysis of the work to be performed.

When the training is to be carried out in a training-cum-production centre it is important to remember the old adage "If you can't eat it, wear it, use it or sell it - don't make it!"

In other words you must have a market for your products. This brings in the question of market surveys to determine the type of product and the need to develop production techniques which enable the centre to produce articles which are competitive both for price and quality and also for the meeting of target dates for orders which are placed. When considering what is to be produced it is important not to be too ambitious at the outset but to select items which the trainees are able to produce to the standard required. This is especially necessary in the case of disabled trainees and the production may have to be broken down into a number of less skilled operations that the trainee is capable of performing.

In every case training should be productive as far as possible and useful articles produced, provided that they have training value in teaching the required skills. The use of graded exercises, which may be necessary in the early stages of training, should be kept to a minimum and vocational training workshops should not be allowed to develop into "scrap factories". No country, and especially the less developed ones, can afford this luxury. As one example, trainees can make tools which will be of use to them when they enter employment. The making of useful articles also has a tremendous psychological effect for the trainee feels that he is really producing something and consequently shows much more interest in addition to being able to see the application of what he is being taught.

Publicity should also be borne in mind and potential employers should be invited and encouraged to visit the training centre to see for themselves exactly what the trainees are capable of doing. It is also important to keep in close contact with these employers and potential employers to ensure that the training programme continues to meet their needs. For this, a systematic and continuous follow-up programme is necessary.

The training system to be adopted must also be considered. I should like to speak to you for a few moments about the concept of training evolved by the ILO through what it calls modules of employable skill or MES. Within this concept, ways in which people earn their living, or could earn a living, are analysed. Combinations of skills and tasks are then grouped into sets which have been called "useful functions". These useful functions are akin to what some occupational classification systems identify as "major duties". The key to the ILO system, and its unique feature, is to create completely self-contained training packages around each useful function. These packages, called modular units, contain, and are limited to, the necessary skills, knowledge, and attitudes to perform that useful function. Through this approach, it at last becomes feasible for the ILO to build, on an international basis, a comprehensive inventory of small, self-contained, functional training packages. At the national level and, more importantly, at the local level, these modular units can be grouped in any combination to form modules of employable skill which are training programmes designed to enable people to gain the necessary qualifications needed to obtain employment wherever it exists and whatever form it takes. Thus, training programmes for employment, or modules of employable'skill, can vary in size, depending on local analysis of the actual needs, from one modular unit and a training programme lasting a few hours to programmes consisting of a hundred or more modular units and training programmes lasting one, two, or even three years. Moreover these training programmes based on modular units can be taken modular unit by modular unit interspersed with periods of employment, providing a training/employment/training continuum throughout a working life - the final modular units dealing with preparation for retirement and old age - and so not only help people grow with an expanding economy, but also help people keep absolutely up to date in periods of rapid technological change.

The significance of such an approach is profound. At long last it becomes feasible to provide an international system of vocational training infinitely variable in its diversity; sufficiently flexible to match real local needs; capable of producing easily acceptable norms, standards and certification at local, national, regional and international levels; and capable of exactly matching employment needs and training programmes at the least possible cost. It is the match of an expanding economy, and it is the means of keeping that workforce trained and retrained in a changing economy and technology.

The layout of the training workshop requires special attention, especially for handicapped trainees. Safety and efficiency should always be borne in mind and it is also very important to simulate actual working conditions as far as possible. All too frequently training workshops are more like classrooms than workshops and the trainee feels lost when he first enters the actual production workshop.

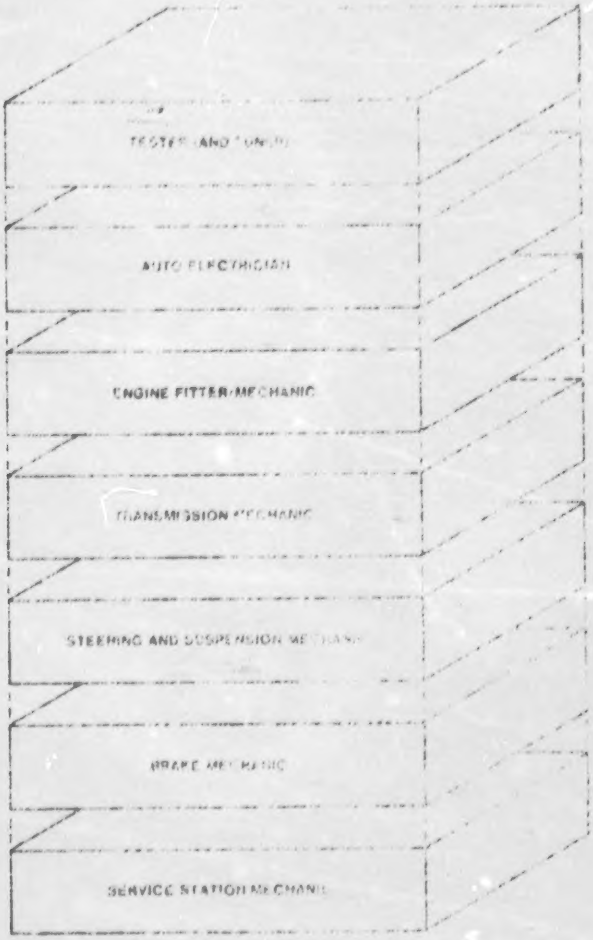
Obviously, the shop layout may have to be modified for handicapped workers but the trainee must not be given an exaggerated idea of his handicap. In my own limited experience of dealing with handicapped workers, I have found that they prefer to be treated as normally as possible.

Another very important point to be considered is the selection of instructors for these are the people on whom the success or failure of the training scheme will largely depend. It is only possible to teach what you know and it follows that an instructor must first of all be a craftsman. He must also be able to teach what he knows and be able to transfer his skill and knowledge to the hands and minds of his trainees. For training handicapped people he must have, in addition, a special sympathy for them and an appreciation of their problems. To employ instructors without the necessary skill, training and experience is an expensive way of wasting money, whilst good instructors can pay big dividends by producing well-trained workers who can produce goods of a high quality and create a multiplier effect by increasing demand and in turn training other skilled workers.

It is essential to insist on a high standard from the beginning for any vocational training scheme is judged by the quality of its graduates and a beautiful diploma is of little use unless it is backed by ability. If diplomas or certificates are to be awarded it must only be to trainees who reach the required standard and this standard will be determined to a great extent by the quality of the instructors. A good instructor can instil that important quality called "pride" which brings us back to the subject of diplomas, for a trainee can have little pride in obtaining one after a training course in which everyone passes, especially if he is unable to obtain employment.

Much can be done to inspire confidence in handicapped persons by showing them what can be done by people with greater handicaps. Douglas Bader, the famous legless fighter pilot of the Second World War is a good example of this, although only one of many. By demonstrating that he could live a normal life including flying and playing golf, with two artificial legs, he made people who had lost only one leg for example feel "If he can do that with two artificial legs, surely I can with only one." Personally, I am constantly amazed at what paraplegics for example are capable of, after seeing the splendid work being done for and by them in various hospitals and rehabilitation centres. It is largely a question of attitude development and this is where a good instructor with the right approach can do so much by showing the trainee what is possible and giving him or her encouragement.

There is no doubt that handicapped people, given the right approach and suitable training can live a useful life and make their contribution to society. I wish you every success in your efforts.



Individual Modules Grouped to Form a Training Programme for an Automobile Mechanic as defined by ISCO 8.43.20

16. Rehabilitation of the Mentally Ill and Disabled

by

Mr. N.E.Cooper

In a recent United Nations report on the world social situation[1], indications were given that 1 per cent of any population group is incapacitated throughout life as a result of severe psychiatric illness, and that at a conservative estimate, one person in ten is likely to suffer from illness of this kind at some time in life. The same report also emphasises that the developing areas of the world are not exempt from this problem and that what few studies exist indicate that severe mental disorders are probably as prevalent in these countries as elsewhere among comparable age groups; moreover, as a result of the gathering pace of industrialisation and urbanisation which appears to be one of the main factors leading to a rise in the incidence of neurotic and psychological problems, the burden of mental illness imposed on these communities seems likely to increase.

The extent of the incidence of mental illness and the serious problems it presents in socio-economic terms, to say nothing of the anxiety and suffering which it leaves in its wake, are well portrayed by the following data published by the United States Department of Labor and the US President's Committee on Employment of the Handicapped:

- each year about 600,000 persons are admitted to hospitals for psychiatric treatment. Of these at least 100,000 are admitted for the second or third time;
- each year some 1,450,000 persons receive treatment in public, federal and private mental hospitals or in the psychiatric wards of general hospitals;
- on any one day of the year about 790,000 persons are under the psychiatric care of these hospitals;
- the annual over-all costs of the public hospitals alone run close to US$2 billion;
- at least 50 per cent of all the millions of medical and surgical cases treated by private doctors and hospitals have a mental illness complication;
- more than half of the hospital beds in the country are occupied by mental patients.

The need for drastic rethinking in the approach to vocational rehabilitation of the long-term psychiatric patient became apparent in Europe in the 1950s when pharmacological developments resulted in changes in the patterns of several types of mental illness. As a result, large numbers of patients who had spent 10 to 20 years in the sheltered environment of a mental hospital were declared fit for discharge into the community. The increase in referrals of these former patients to vocational rehabilitation centres was quite dramatic; in fact, at some centres - particularly those located near large mental hospitals - the influx was so great that entry had to be restricted to maintain a balance between physically and mentally handicapped, so essential if the full benefits of group support and integration are to be achieved.

Not surprisingly, it was found that many of the patients had lost all desire or ability to help themselves; they were socially withdrawn to varying degrees, extremely dependent, slow to react, reluctant to converse and in many instances devoid of initiative or ability to plan a realistic future for themselves. It soon became obvious that the standard vocational rehabilitation course averaging eight weeks was totally inadequate to help the patient attain a standard of work which would be acceptable to employers, and enable them to become an independent member of society.

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[1] 1970 Report on the World Social Situation (X. Health) (E/CN.5/456/Add.10, 14 October 1970), 22nd Session, UN Commission for Social Development.

The influx of these problem cases had immediate repercussions on the organisation and day-to-day running of vocational rehabilitation programmes particularly in the workshop sector. As the proportion of psychiatric cases rose, the tempo in the workshops tended to fall as so many of the rehabilitees required individual tuition and attention. The number of people in all disability groups abandoning their courses increased and placement results were adversely affected. Reluctantly, but quite understandably, many of the long-term psychiatric cases who failed to respond to the industrial therapeutic treatment had to be returned to hospital, their course having been prematurely terminated on the grounds that they were unsuitable for competitive employment.

Many valuable lessons were learnt from this and similar disappointing experiences in the early 1950s, in attempting to vocationally rehabilitate the long-term psychiatric patient, and these can be summarised as follows:

- the complete rehabilitation of the long-term psychiatric patient is a long-term process;
- vocational preparation must begin while the patient is still in hospital;
- the introduction to work should be gradual;
- to offset the ill-effects of institutionalisation and to develop motivation, the work should be realistic and undertaken not in the sheltered atmosphere of the hospital ward but in a separate workplace or workshop;
- great care should be taken by the hospital staff in selecting patients for more intensive vocational rehabilitation outside the hospital service;
- the patients themselves should be aware of their progress towards recovery and should show some initiative and motivation towards resettlement in employment;
- adequate support both during and after rehabilitation must be provided for the patient;
- in evaluating readiness for vocational rehabilitation each case should be judged on merit and not by means of diagnostic labels;
- the need for close collaboration and consultation between hospital staff and vocational rehabilitation centres is imperative at all stages, i.e. selection stage, and both during and after the course has terminated;
- the psychiatric social worker can play a key role in the co-ordinating process involving medical, social and vocational services.

The important role of the mental hospital in preparing their long-stay patients for subsequent training and/or employment in the open labour market (or in sheltered workshops not attached to the hospital) was vividly portrayed by Professor T. Lynch, Head of Psychiatric Services of the Dublin Health Authority, Ireland at the Eleventh World Congress of Rehabilitation International, viz. "For the majority of long-term patients work therapy within the hospital provides an entirely new purpose in life. It is found that all men and women have a latent work ability higher than previously appreciated and industrial work can be carefully graded to bring this dormant skill to the surface. In a re-employment unit, with the right supervision and the correct type of work, patients make dramatic progress and can attain a higher standard of manual dexterity.

One of the most important aspects in this highly specialised selection of therapeutic work for patients is the provision of a mature supervisor who will have experience in production techniques and in the art of man-management. It is necessary to ensure that the work is broken down into simple stages .... With the right supervision and the correct type of work, quite rapid and dramatic progress can be achieved. One must, however, never forget that these people are still sheltered completely ... and have still to learn about the work-day world outside the walls of the hospital. Previously, these people, if deemed medically fit, had to plunge straight into the frightening new world outside the hospital and tackle the various problems of public transport, checking into work, normal working hours .... Also the problem of obtaining suitable accommodation had to be faced. Indeed to many these dramatic changes were too much and the patients

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returned time and again to hospital defeated, only because of a lack of proper preparation for what was ahead. The necessity of finding suitable accommodation is of paramount importance. It is unreasonable to expect a patient who has spent many years in the artificial atmosphere of the hospital, to settle immediately in the community where he obtains employment. Unlike short-term illness, long-stay patients are not unfit for work today and fit for full-time employment tomorrow. As the industrial training of a patient may take a considerable time, so too may his social training. Together with industrial training and resettlement must go social rehabilitation. The need is apparent for some half-way houses to bridge the enormous gap between the hospital wards and open employment."

An extension of the hospital work therapy unit facility involving the use of transitional employment in the rehabilitation of psychiatric patients has been developed in the United States at a day centre operated by the Fountain House Foundation of New York City, in co-operation with commerce and industry. The purpose of the scheme is to facilitate work adjustment of vocationally disabled psychiatric patients and its main characteristics are:

- job positions in commerce and industry are made available for rehabilitation purposes;
- all patients placed receive the prevailing rates of pay;
- a social worker can accompany the patient to the job if necessary and assist with job induction and familiarisation;
- the level of technical skill required for the job placement is purposely below the capacity of most patients;
- patients can remain on the job for as little as one hour per day, increasing their hours of work as confidence and assurance are developed;
- regular employees of the firm are made fully aware of the purpose and objective of the project;
- the length of time a patient may spend on the job is limited to three or four months.

The full value of the scheme has still to be assessed but first results indicate that it helps psychiatric patients to face the transition from the protective atmosphere of a rehabilitation setting to the more exacting demands of industry and commerce with a greater degree of confidence. Equally important is the direct involvement of employers in the scheme, thus resulting in a better understanding and appreciation of the employment needs and potential of the psychiatrically disabled worker.

During the past 20 years, the need for the establishment of hospital work therapy units and half-way house facilities for psychiatric patients has been generally accepted, although opinions differ as to whether the work itself should be regarded in the light of a specific group therapy and accompanied by some form of group psychotherapy. What is generally recognised, however, is the fact that the pre-vocational preparation stage for the majority of long-term patients cannot be completed within the hospital itself. To complete the transitional phase from hospital to employment, the half-way house arrangement and further vocational preparation and training under simulated open employment conditions are essential if permanent resettlement of the patient is to be achieved. In the latter connection (further vocational preparation) industrial rehabilitation units (IRUs), such as those in the United Kingdom, can make a significant contribution, particularly when patients are carefully selected. These units with specialised staff, including doctor, psychologist, social worker, resettlement officer, remedial gymnast and occupational supervisors, offer courses averaging seven to eight weeks in a busy workshop atmosphere. The courses are designed to enable the individual employment problems of the physically and mentally disabled to be assessed, to restore employment confidence and a sense of mental and physical well-being. In addition they provide an opportunity for the disabled to become accustomed to the mental and physical requirements of a full day's work (i.e. daily travel to work, clocking in and clocking out, employment on production work, industrial discipline, mixing with fellow workers) and for the testing of occupational aptitudes.

From 1955 to 1965 the proportion of psychoneurotic patients entering United Kingdom industrial rehabilitation units (IRUs) remained fairly constant between 12 per cent and 13.4 per cent, whilst the proportion of psychotics rose from 3 per cent in 1955 to 8.9 per cent in 1965. No doubt the willingness of IRUs to admit an increased number of psychotic patients over this ten-year period is related to the improving selection techniques and pre-vocational facilities developed in mental hospitals over the same period.

When the results of IRU courses are considered, those for the mentally disabled are similar to those for the physically disabled:

Percentage of rehabilitees placed in employment or training within 13 weeks of completing a course at an IRU

	1962	1963	1964
Psychoneurosis	63.3	65.0	71.6
Psychosis	52.2	59.2	65.6
Mental subnormality	48.1	53.0	61.4
All disability groups	59.2	64.1	69.6

When the situation at the six-month follow-up stage is considered, the relative percentages are much the same. It should be emphasised, however, that these figures do not take into account those rehabilitees whose courses are prematurely terminated for reasons of unfitness or unsuitability. In the case of psychoneurotics, premature terminations averaged 22.8 per cent, psychotics 24.4 per cent, as against 19.4 per cent for all disability groups.

Finally, a brief reference to job selection for psychiatric patients: research results certainly support the long-standing belief of rehabilitation workers that disabled persons and jobs can only be matched on an individual basis. A recent survey of 1,000 psychiatrically disabled veterans in the United States showed that they were employed in the full range of professions and occupations to be found in that country (see Annex 1). The study showed that contrary to generally-held opinion, veterans with a history of psychiatric disability were employed in jobs involving person-to-person relationships. Eleven per cent were in management supervisory and foreman-type work, 8 per cent in sales jobs and 3 per cent did personal service work. The survey also helped to disprove the concept that the psychiatrically disabled can only cope with a narrow range of employment under such headings as "outdoor work", "working alone", "work free of responsibility".

Whilst in Europe and the United States, the mentally ill and disabled constitute one of the largest disability groups in rehabilitation programmes, few if any in this category are admitted to rehabilitation facilities in developing countries. Traditionally, rehabilitation in the developing world has concentrated on helping the physically disabled. Staff shortages and lack of funds have so far prevented the development of rehabilitation facilities for the mentally ill. It is not unusual in such countries to find large institutional-type mental hospitals packed with patients, the majority of whom have little or no hope of returning to active social and economic life. There is an urgent need therefore for much higher priority to be given to rehabilitation of the mentally ill in third world countries. Moreover, any rehabilitation programme planned by experts of the United Nations and specialised agencies should take into account the needs of both the physically and mentally handicapped.

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Annex 1

Employed psychiatrically-disabled veterans

By major occupational group division

Major occupational group division	Percentage of veterans
Professional and managerial:	
Professional	5.5
Semi-professional	2.0
Managerial and official	9.2
Clerical and sales:	
Clerical and kindred	12.3
Sales and kindred	8.5
Service:	
Domestic service	0.1
Personal service	2.8
Protective service	1.9
Building service workers and porters	2.7
Agricultural, fishery, forestry and kindred:	
Agricultural, horticultural, and kindred	4.3
Fishery	0.3
Forestry, hunting, and trapping	-
Skilled:	
Manufacturing and related	9.4
Non-manufacturing	7.3
Miscellaneous	7.9
Foremen	1.5
Semi-skilled:	
Manufacturing and related	5.4
Non-manufacturing	7.3
Miscellaneous	2.1
Apprentices	0.1
Unskilled:	
Manufacturing and related	3.8
Non-manufacturing	2.1
Miscellaneous	3.5
Total	100.0

Annex 2

Conclusions of the participants of the ILO/Danish Inter-Regional Seminar on Vocational Rehabilitation of the Mentally Handicapped - Denmark, 10-30 October 1971

Rehabilitation of long-term psychiatric patients and transition from mental hospital to employment

In many respects the rehabilitation of the long-term psychiatric patient has much in common with the rehabilitation of the mentally retarded, i.e. the process cannot be rushed - it must be a patient, individual approach to their problems with a comprehensive supporting programme of treatment, care, social adaptation and a gradual exposure to a normal living and work situation.

The mental hospital has a vital role to play in preparing its patients for employment. This may be achieved through:

- occupational therapy and active involvement of the patient in the daily living activities of the hospital;
- training in hospital maintenance departments and service areas;
- training in a hospital workshop in which normal employment conditions are simulated as far as possible;
- prompt reference of the patient to external rehabilitation and training facilities (using half-way house and hostel arrangements) when the appropriate stage of recovery and work output has been achieved.

Training and work orientation of mental patients in hospital maintenance departments and service areas (gardens, farms, kitchens, laundries, wards, etc.) should be arranged with rehabilitation, not cheap labour in view. (Too often in the past, employment of patients on such work has resulted in their becoming even more institutionalised.)

Similarly rehabilitation of patients, not levels of output and production, should be the prime consideration in the hospital workshop. If attempts are made to develop the workshop as a profit-making concern, it tends to become a terminal workshop with rehabilitation of the patients as a secondary consideration.

Government should accept full responsibility and provide adequate budgetary support and staff resources if an effective programme aimed at the smooth transition of the mentally ill from hospital to satisfactory community life is to be achieved.

Bearing in mind that eventually the long-term patient has to return to live and work in a society that may have undergone considerable social and economic changes since he was last acquainted with it, the rehabilitation process must take into account the prevailing social, economic and cultural conditions on the one hand, and the patient's background in vocational choice and aptitudes and personal characteristics, motivation, etc. on the other.

Close links should be established between the hospital's own rehabilitation services and those likely to serve their patients in the outside community. In this connection, the psychiatric social worker can play a key role.

A thorough investigation of employment opportunities should be undertaken on the client's behalf when his vocational potential has been assessed and before he is discharged into the community rehabilitation and selective placement officers should pay regular visits to the hospital so that such action can be initiated at the earliest possible stage.

Mental hospitals should be centrally located in the community (not hidden away from the public in isolated areas). This will greatly facilitate the social readjustment of the patients enabling them to keep in contact with their families and friends. In rural areas of developing countries the provision of mobile facilities, half-way houses and day centres should be considered. Also the creation of mental health units (incorporating farm training and farm-work schemes) are recommended.

There is a great need to educate the general public in the problems facing the mentally ill and the excellent possibilities for their complete recovery through modern methods of treatment and therapy.

Foster homes and boarding house facilities should be provided for homeless patients and those who cannot rejoin their families. For patients in developing countries, the possibility of integrating them in village communities should be considered.

The most important aspects of the vocational rehabilitation process involving long-term mentally ill patients may be summarised as follows:

- the complete rehabilitation of the long-term patient is a long process;
- vocational preparation must begin while the patient is still in hospital;
- the introduction to work should be gradual;
- to offset the ill-effects of institutionalisation and to develop motivation, the final preparation for work should be realistic and undertaken not in the sheltered atmosphere of the hospital ward, but in a separate workplace, or workshop;
- great care should be taken by the hospital staff in selecting patients for more intensive vocational rehabilitation outside the hospital service;
- the patients themselves should be aware of their progress towards recovery and should show some initiative and motivation towards resettlement in employment;
- adequate support both during and after rehabilitation must be provided for the patient;
- in evaluating readiness for vocational rehabilitation each case should be judged on merit and not by means of diagnostic labels;
- the need for close collaboration and consultation between hospital staff and vocational rehabilitation centres is imperative at all stages, i.e. the selection stage, and both during and after the course has terminated;
- the psychiatric social worker in collaboration with the rehabilitation officer can play a key role in the co-ordinating process involving medical, social and vocational services.

Industrial therapy organisations (ITOs)

The industrial therapy organisation (ITO) at Glenside Hospital, Bristol, England (see appropriate lecture) is an excellent approach to ensuring the smooth transition of mental patients from hospital to open and sheltered employment. Such a non-profit making company, limited by guarantee, with a board of directors from all sectors of the community (churches, local authorities, doctors, employers and trade unionists) accepts patients direct from the community as well as from the hospital. It is responsible for:

- a piece-work factory (132 patients);
- a sheltered workshop (36 places);
- a car-wash scheme (20 patients);
- sheltered groups in industry (42 patients).

Living accommodation for rehabilitated patients is provided through the industrial therapy housing association.

The ITO system could be applied effectively to developing countries but in a somewhat slightly modified form, in line with the socio-economic conditions in the countries concerned. Whereas a piece-work factory, sheltered workshop and car-wash could be organised in the large cities, the prevailing unemployment problem might preclude the organising of "sheltered" groups in industry. On the other hand, such groups could be employed effectively in rural areas on private and governmental estates and in co-operative agricultural schemes.

The half-way house

The half-way house is a vital link in the rehabilitation of the mentally ill in that it enables the patient to shake off the protective atmosphere of the hospital and to become gradually accustomed to the harsh realities of everyday life. The sheltered accommodation facilities of the half-way house provide a stepping stone towards the ultimate goal of rehabilitation - full integration in normal society.

In developing countries half-way houses should be developed as an integral part of any rehabilitation programme aimed at the resettlement of the mentally ill. Development could be on the lines of village hostels or normal housing within easy reach of a psychiatric day centre, clinic or mobile unit. The effective use of the half-way house would help to ease the pressure on the great demand for the few beds available in the mental hospitals; it would also be a means of educating the public on the problems of the mentally ill.

The role of the rehabilitation officer

The rehabilitation officer plays a central and key role throughout the process of rehabilitation and assisting the rehabilitee in planning this process. Through his activities he ensures that every person connected with the rehabilitation process plays his/her part actively.

Developing countries must ensure that they have rehabilitation officers in adequate numbers if rehabilitation programmes of any scale and at all stages are to succeed.

The role of the psychiatric social worker

The role of the psychiatric social worker (PSW) in the rehabilitation team is that of an expert on the social support and help that society can contribute to the treatment of the patient to such a degree that he will be integrated as fully as possible in a normal setting.

The PSW should ensure that:

- the whole rehabilitation team understands the social and emotional factors in each case;
- the patient is introduced to external social and vocational conditions at the appropriate time, making the necessary contacts for the patient with the specialists concerned;
- follow-up and after-care services are provided for discharged patients.

In compiling a psycho-social history of each patient the PSW should take into account:

- the patient's personality;
- relationships with the family, employer, neighbours, friends;
- the patient's insight into his problems and how he has tried or can try (with help) to resolve them;
- the patient's external situation;
- the services society can offer the patient;
- the fundamental problem in the case as seen from the PSW's viewpoint.

Research

In order to establish a firm basis for a rehabilitation programme for the mentally handicapped in developing countries, basic research and collection of data on the causative factors and incidence of mental handicaps should be undertaken. The research should be socially oriented with practical implications. Such a programme should be sponsored and financed by government but non-governmental organisations and universities should be invited to participate.

Training and recruitment of staff

In order to attract, retain and train staff required for rehabilitation programmes for the mentally handicapped in developing countries, the following action is suggested:

- improvement of salary scales to attract well-qualified personnel;
- professional recognition through graduate courses at college and university level leading to certification of proficiency;
- a career ladder for rehabilitation staff;
- organisation of specialised courses (in-service and refresher) for training of auxiliary personnel;
- organisation of regional seminars and training courses;
- a public information programme to attract young people to rehabilitation work;
- the interchange of technical staff on a regional basis.

Community involvement

Voluntary organisations, especially parent and student groups can play a very important role in supplementing government efforts aimed at rehabilitation of the mentally handicapped. In particular they could help to organise small workshop units for the mentally handicapped (on industrial therapy organisation lines - see Conclusions 46-47), recreation programmes, kindergarten and day-care programmes.

International assistance

It is recommended that governments should give higher priority to programmes of rehabilitation for the mentally handicapped.

Similarly the United Nations and its specialised agencies (ILO, WHO and UNESCO) are urged to provide much-needed additional and co-ordinated support in this field to developing countries through the provision of expert services, organisation of inter-regional and regional seminars and training courses and granting of fellowships.

The United Nations and specialised agencies are urged to include the problems of the mentally handicapped in their future research programmes.

Governments of developing countries are urged to obtain support for mentally handicapped programmes not only from the UN, ILO, WHO and UNESCO but also by requesting assistance on a bilateral basis from developed countries and from national and international volunteer organisations.

The International Labour Organisation is strongly urged to provide the services of regional vocational rehabilitation experts to give assistance on a continuing basis to developing countries with the organisation and development of their vocational rehabilitation programmes for the physically and mentally disabled.

The valuable contribution of international organisations such as the Danish International Development Agency, the International League of Societies for the Mentally Handicapped, the International Committee Against Mental Illness, the World Federation for Mental Health, the International Society for Rehabilitation of the Disabled, to programmes aimed at rehabilitation of the mentally handicapped is gratefully acknowledged.

17. Rehabilitation and Employment of the Mentally Handicapped

by

Mr. D.L. Carter

In preparing this presentation, I appreciated that I could not adopt my usual approach to my subject in that I had to remind myself continuously that my audience would not be British, nor, for that matter, were its members from western countries. I realised that I was preparing a paper which gave me a unique opportunity to point to major problems which western countries have encountered, and still encounter, concerning the provision of services for the mentally handicapped - problems which in the main have been caused by misjudgments and the taking of inappropriate decisions in the past. I believed therefore that my contribution would have to provide you with information about our blunders in the field of work for the retarded, in the hopes that forewarned, you would be able to avoid making similar mistakes.

To pursue this theme, which will also provide basic information about mental handicap, it is necessary for me to trace a brief outline of the history of services for the retarded in western countries. That background of history will provide a lead into the present day and to my major topic - training and occupation for the mentally handicapped.

Little may be found in western world historical records or ancient medical books which could lead one to believe that the educated members of the populace of times gone by were able to understand much about the workings of the brain, the human mind or concerning the differences in levels of intellectual ability which, throughout the known history of man, had been evident. Time and again references to mad people, to lunatics, to people possessed by devils, to village idiots and so on, can be found. The treatment or remedy for all of these conditions seemed to range from the afflicted being worshipped, to being subjected to barbarous punishments, to being tortured or perhaps to being put to death by must cruel methods. Evil potions of one kind or another were in common usage. Of course, one has to appreciate that at the time - and the time in fact stretched over many centuries - no one could diagnose that the people displaying bizarre behaviour or uttering gibberish or who were just feeble-minded were really either mentally handicapped or were suffering from any one of the number of disorders of the mind caused by mental illness. But, in the light of present-day knowledge we know that there is a very great difference between mental handicap and mental illness. Mentally handicapped, retarded or subnormal people all suffer from permanent intellectual impairment - their intelligence level being below, usually well below, that of normal people. Mental handicap can be caused by permanent brain damage sustained before, during or after birth; it can sometimes be inherited and many experts now believe that cultural deprivation, particularly during the formative years of early infancy, can be a contributory factor towards poor intellectual performance later in life. Mental illness is however very different in that it is the general title for many conditions of the mind which can, and frequently do, respond to treatment usually administered by a psychiatrist - a doctor who specialises in diseases of the mind. That doctor may prescribe drugs, he may spend long periods counselling the afflicted person or perhaps utilise shock therapy of one kind or another as an aid to restoration of his patients mind to normal. But the important point, which I must emphasise, is that the mentally ill are persons who are suffering from a sickness. It also has to be remembered that people of all levels of intelligence from that of the subnormal to that of the genius can suffer from mental illness. Indeed mental illness is commonplace in sophisticated western society and is commonly referred to as "mental breakdown".

I have given you condensed definitions of these two conditions and have been able to indicate the differences between the two. This is only possible however because of the knowledge gained by experts during the last few decades. In earlier days in western countries confusion between mental handicap and mental illness produced many problems in that legislation, education, training and care services designed to be in the interests of both categories could not, in practice, be made to function satisfactorily. Our failure to recognise, at an early stage, that we were catering for two distinct categories of the disadvantaged has meant that we had to make radical changes in our system, and to some extent we are still involved in putting the matter right - for example, it was only four years ago that the British decided that the Department of Education and not the Department of Health was the appropriate authority to be responsible for the provision of an educational service for severely subnormal children. In Britain, we are still having to cope with all kinds of odd situations caused by that changeover.

My history of work for the retarded in the west would be incomplete without some reference to the period when the large mental institutions, usually sited in remote areas, were in vogue. These establishments had other names - mental colony, mental hospital, lunatic asylum, madhouse and so on. In Britain we began to build them from about 1860 onwards and many other western countries provided similar facilities at about the same time. These large institutions came into being due to a combination of factors. Populations increased rapidly following industrialisation which itself caused a drift of people from the countryside to the towns. Whereas, previously the rural communities could usually absorb and provide for their own few mental cases, there was no place for the larger numbers of the mentally handicapped or ill in the towns. Perhaps the more liberal attitude of the era dictated that somewhere should be found for these problematic people but public opinion demanded that this should be in as remote a place as possible.

By comparison with today the standards of care provided were appalling. Inmates were crowded together, had no privacy, were frequently poorly fed and were often ill-treated by unsympathetic staff. Able-bodied patients were compelled to work very long hours carrying out most of the chores necessary to keep the institution clean and its community fed.

Gradual improvement in the administration and standards of care provided in these establishments has occurred during the last 100 years. The basic designs have been modified and much smaller, less isolated, institutions have been built in most western countries. The policy now is to provide homelike conditions in which patients can enjoy a more fulfilled, more enriched, more normal life. During the last 50 years, and in Britain with the introduction of the National Health Service, it has been accepted that mentally handicapped patients should not necessarily share accommodation with the mentally ill. In my country therefore, and in many others, we now have special subnormality hospitals for those mentally handicapped patients who need both constant medical and custodial care. The mentally ill are treated in entirely separate psychiatric hospitals.

During recent years, concerned people in the rich countries began to register disquiet about the apathetic attitude displayed to the retarded, and in particular were anxious to have reconsidered those systems which almost invariably led to the committal of the more severely subnormal to life-care hospitals or institutions. The Scandinavian countries took the lead by pointing out in 1967 that the retarded had special rights which should be recognised and that it was the duty of society at large to honour these rights. Shortly afterwards a "Declaration of General and Special Rights of the Mentally Retarded" was accepted by the International League of Societies for the Mentally Handicapped and adopted by the United Nations Organisation.

Thus the principle known as "normalisation" came into being. Normalisation principles require the abandonment of segregation as a policy and acceptance by the community of responsibility for the provision of early intervention, education, training and, if necessary, special care facilities - all of these services being designed to allow the retarded, with support, to lead as normal a life as possible commensurate with their own capabilities. I feel I must make a strong recommendation that the policy for provision of services for the mentally handicapped in your countries should be based on the principles of normalisation. You would thus not only avoid the costly and damaging mistakes which have been made in varying degrees in all the more affluent countries, but would also be providing for the response of your people's culture and the rate of your countries' economic development to influence the service you provide.

So far I have only referred to the retarded in general terms - as one group of the disadvantaged.

You must appreciate however that in my western terminology, the description "retarded", strictly interpreted, means all those people with less than normal intellectual ability. In practice, western countries consistently use testing methods, developed and applied by psychologists to assess a person's intelligence. Results attained refer to intelligence quotients - called IQ for short, on a scale in which 100 represents the normal. People who score less than 100 in IQ tests therefore have less than normal intelligence. Thus, many western countries categorise the retarded on the results attained during IQ tests. An example of such a classification is as follows:

IQ range scored	Category	Performance and ability
0-30 approximately	Profoundly subnormal	Mental age and ability roughly equivalent to that of infant from birth to 3 or 4 years old.
25-50 approximately	Severely subnormal	Mental age and ability roughly equivalent to that of child aged 3 to 7 years old.
45-70 approximately	Mildly subnormal	Mental age and ability roughly equivalent to that of child aged 7 to 12 years old.

Higher grades of the retarded might include the so-called "slow learners" and people with "dull normal" intelligence. Some developing countries have tried to adapt these methods for assessing the retarded but it has to be accepted that western intelligence testing systems are culturally biased and their conversion for use in countries with different cultures is a most difficult, if not impossible, task. It is understood that your own psychologists are working on this problem and no doubt they will find methods of assessment which are designed for use in your countries. Until those more appropriate methods are available I believe you might well be advised to forget all about intelligence testing and only make judgments concerning intellectual capacity on the strength of a study of actual performance and real ability.

I must now discuss possible ways in which you could contribute to the habilitation, training, employment and occupation of the adult mentally handicapped. However, since I understand you deal mainly with the physically handicapped, I think I should first attempt to point out the magnitude of the problem.

The organisers have provided me with a list of course participants and from 1971 figures I have been able to calculate that at that time the population of the countries which you represent was approximately 208 million. If the British subnormality incidence of about 1 per cent is applied it can be estimated that together your countries have about 2 million people who are retarded to a measurable extent. Another computation based on western figures reveals that in a population of 208 million about 100,000 retarded people would be unable to benefit from normal formal education.

International reports published three years ago indicate that only five of the countries represented were specialist services being provided for the retarded. I hasten to emphasise that this statement does not infer criticism since I fully appreciate that, in planning your development priorities, the claims of the mentally handicapped can have little importance particularly since the retarded cannot be trained to undertake skilled work. Yet, in spite of these harsh realities, there is much evidence which points to the fact that many of your countries desperately wish to cater for their retarded citizens - even if this means stretching beyond limits of the utilisation of existing facilities. Such schemes would be admirable in my view, since they would be following the principles of normalisation, and with this in mind I believe I can justifiably recommend that for the immediate future you ignore the requirement to provide specialist training facilities for the mildly retarded. You will find that this category of the mentally handicapped is by far the largest, but fortunately the vast majority can be integrated into normal life and work without difficulty. They cannot perhaps be expected to accept responsibility but they can be trained on the job by experienced colleagues and can then undertake a wide range of tasks varying from industrial work to subsistence-level farming. Supervision and instruction provided by sympathetic, understanding and patient people is needed but, once trained, the mildly retarded can give devoted and long service to their employers. In the farm setting, the mildly retarded should not be expected plan cropping programmes or be responsible for livestock husbandry except under supervision, but in all other respects they are capable of becoming most able agricultural workers.

I am of the opinion that African peoples are likely to be far more adept at demonstrating normalisation than we in western countries - indeed, I accept that you already practice the principles in your attitude towards the disadvantaged in your society. For this reason, I feel you will never allow lack of specialist provision for the mildly retarded to become a problem.

Unfortunately, providing adequately for the more severely mentally handicapped is likely to prove more difficult.

It has to be accepted that severely and profoundly retarded people respond very slowly in learning situations. For children special teaching methods geared to their capabilities and to the speed of their knowledge absorption rate are essential, and even after full academic schooling many are still illiterate and innumerate.

Very few retarded with such a low level of ability are capable of contributing to their own livelihoods without special training. In industrial settings, training could include instruction in simple assembly techniques, packaging, repetitive work on a production-line basis and so on. Much patience is needed by instructors who may have to repeat a lesson many, many times, but, in spite of this slow progress, response can be excellent and in Holland for example severely subnormal workers assemble TV sets!

But in Africa most people live in the rural areas and work as farmers. I have calculated, for example, that in the countries you represent, out of a total population of 208 million, no less than 171 million, or 82 per cent, are rural inhabitants. It follows that the vast majority of your profoundly and severely retarded citizens will also originate from rural districts. Logically one must conclude that most vocational training schemes should be designed to fit the handicapped for work in rural, rather than in industrial, urban occupations.

I do not have time to discuss all possibilities which come to mind concerning agricultural training for Africa's retarded. Be assured, however, that the severely subnormal can be trained to carry out, most successfully, a wide range of farming and gardening jobs. Instructors should be skilled practical farmers who are both patient and prepared to work alongside trainees rather than attempt to use lecturing techniques. In work settings the trainees always need adequate supervision and fairly frequent reminders as to what is required of them.

Bearing in mind that well-organised rural training centres can produce their own food, and when well established may even become profitable, I suggest that at least for the foreseeable future the establishment of agricultural units could be your best means of providing for the most neglected but deserving group of the disabled - the mentally handicapped.

18. Resettlement of the Disabled in Rural Areas of Africa

by

Mr. S.I. Niwa

The vast majority of Africans, well over 90 per cent of the population, live on the land and look to it as a means of livelihood. According to estimates of the distribution of the labour force, agriculture continues to occupy the predominant place as a source of employment and income of the African population.

Since the great majority of African people live in rural areas it must be expected that the greater part of the disabled also live in the countryside. It is undesirable to encourage the movement of these disabled people to urban areas and much better to provide rural rehabilitation and resettlement facilities which will enable handicapped people to become independent in their own communities or make a substantial contribution to their maintenance.

Although the stages of development and the scope of rehabilitation programmes differ from one country to another, there seem to be some common problems associated with rural rehabilitation and resettlement opportunities for disabled persons in Africa.

Dimensions of the problem

Ignorance

Some people in isolated rural areas still believe that a devil is in the person suffering from certain diseases and disabilities. Leprosy, for instance, is regarded as a result of some sinister evil influence. Such a concept has been embedded deep in beliefs and myths that are hard to die especially among illiterate societies.

Many poliomyelitis cases come to hospital weeks, months or even years after the onset. This is partly due to the mental attitude towards certain illness as "acts of God". Gradually such attitudes are being overcome, but miracles are often expected to be performed in a relatively short time irrespective of the severity of the case and the length of time left untreated. Here, public health education would play an important role to combat such problems.

Negative attitudes

In most parts of rural communities, particularly in African societies, economic and social life is largely based on the traditional type of village economy. Community relations are still governed by closed family and kinship groups, and some of the traditions and attitudes of these groups tend to restrict social and economic advancement. There is resistance to change. In some areas there is a deep religious obligation on the part of family to provide for and protect their own afflicted handicapped members often by keeping them in sheltered idleness. By tradition, the disabled believe themselves unable to work and tend to depend on their families and communities who accept responsibilities for them.

Another false attitude adopted in some developing communities is a feeling that employment of the disabled is a liability for the state to compensate and maintain. Such compensation as relief or disability benefits assumes much more importance to some disabled persons than the reward from productive activities. Such negative attitudes interfere seriously with motivation to accept rehabilitation and resettlement opportunities.

Lack of basic health and welfare facilities

In many countries the rural communities do not enjoy the same health and welfare facilities as the urban areas do. A general lack of health planning and medical services in rural areas often results in the fact that the major disabilities are usually of long standing. In many cases, years have elapsed before referrals have been made to rehabilitation services. These delays have added more difficulties to the physical restoration as well as to subsequent resettlement problems. The benefit of health planning, prevention of accidents and illness and medical care services should be made available to the rural population possibly through organised mobile health facilities.

Illiteracy

Another distinctive feature of agricultural poverty is the general lack of educational facilities and the high degree of illiteracy. Rural inhabitants are usually outside the stream of new information and learning opportunities and this is even more true among the rural disabled population. It is found in some countries that disabled persons cannot be admitted to vocational training courses for the able-bodied, not because of their physical limitations but due to the fact that they do not meet the basic academic or educational requirements for the courses.

Lack of transport facilities

Lack of transport facilities in rural areas also makes it difficult and somewhat impossible for rehabilitees and disabled workers to travel to and from a rehabilitation centre or a place of employment. A comprehensive rehabilitation service in these areas should provide transport facilities for disabled persons possibly through the organiaation of a special coach service, etc.

Shortage of personnel

The success and effectiveness of any organised programme depends upon the people who work in the programme. The serious shortage which exists, especially in underdeveloped rural areas, in all categories of health, education, labour and welfare personnel, and particularly the dearth of trained workers to serve disabled persons, presents one of the greatest obstacles to the organisation and expansion of rural rehabilitation and resettlement programmes.

Lack of funds

In developing countries everything that shows quick results in economic terms normally receives priority and attention. The concept of rehabilitation is relatively new to economic planners and development administrators who question the value of rehabilitation and resettlement services for the disabled. They often argue that other pressing socio-economic and manpower problems must first be solved before rehabilitation schemes for the disabled are considered. Under such circumstances, rehabilitation and resettlement services often receive low priority in the national development plans, and rehabilitation projects appear to be suffering from lack of funds in the government budgets.

Resettlement opportunities

In spite of these difficulties, problems and obstacles mentioned, the signs of change are apparent everywhere in rural communities. It is against this pattern of a changing society that the present and future programmes of rural rehabilitation must be considered. In fact, encouraging efforts are being made in many African countries today to develop rehabilitation programmes and resettlement schemes for the rural disabled. Resettlement is the ultimate aim of the whole rehabilitation process and this is also true in rural rehabilitation. The rural resettlement opportunities are reviewed in this paper in the following order:

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(i) individual home settlement;

(ii) special farm settlement;

(iii) co-operative farm;

(iv) sheltered employment;

(v) open employment.

Home settlement would be a most usual form of resettlement, under normal circumstances, particularly for those completing the training courses at a rural rehabilitation centre. The rural rehabilitation centre has the task of giving guidance to the rural disabled, enabling them to understand their environment better and to discover their potential and abilities; introducing them to fundamental rural skills; equipping them for gainful activities and helping them to be reintegrated into normal society where they belong. They are expected to become self-supporting, able to feed, clothe and shelter their families with sufficient cash income and to raise the family's living standards to a satisfactory level. They would normally be given training in a variety of rural skills to the level required by their home environment. Such successful projects have been established in Ghana, Nigeria, Uganda, Kenya and other countries.

The training courses given at the rural centre are designed firstly to assist the disabled candidates to achieve the necessary psychological climate by which they will accept their own disability. Secondly, the training given encourages the disabled and those in charge of training to make relevant assessment of individual abilities. Progressively, the trainees are introduced to the various rural trades which would enable them to earn a living later. It was recognised earlier that the needs of the rural disabled would be met more satisfactorily by encouraging each trainee to gain proficiency in two, three or more trades in less than one year aiming at producing a village "all-rounder". Experience in Ghana has, however, shown that this is impractical and disabled trainees are now advised to specialise in one or two trades only and the period of training extended to a longer period of time (i.e. 18 months). The rehabilitees are usually provided with basic tools to take home at the end of the training.

The provision of a small capital sum may be considered to enable the trained disabled to set up on his own and apply his acquired knowledge as chicken farmer, animal breeder (rabbits, sheep, goats, cows, pigs), smallholder, shoemaker, tailor, etc. This money, which may be either a gift or a loan, is in any case a good investment.

The importance of follow-up cannot be over-emphasised to ensure the successful resettlement of the disabled. Follow-up should start after a reasonable time has been allowed for settling in and should cease as soon as it seems that the worker has settled down. In some countries effective and systematic follow-up action has been hampered due to the geographical scatter of the disabled people, the shortage and unavailability of resettlement officers and other interested people who could give encouragement and support to the disabled during the critical period of resettlement.

The success of resettlement of trainees may also relate to the availability of a good communication system including the supply of raw materials and sale of finished products.

A high degree of community involvement is another essential factor for the successful resettlement of the individual disabled in rural areas. Community leaders, individuals and groups of individuals who are willing to devote time and personal effort to the goals of rehabilitation for the benefit of their disabled community members should be encouraged and activated.

Special farm settlements for the blind and other disability groups have been operating in several countries in Africa. In Zambia reorganisation is taking place on the farm settlement schemes for the disabled which have been largely unproductive for many years mainly due to the lack of incentive, problems of management and poor marketing facilities in rural areas. Under the old system the schemes were regarded more or less as welfare services and disabled farm labourers were employed and paid by the Council of the Handicapped at the minimum wage rate of 18 kwacha per month, regardless of their productivity. Consequently the Council was unable to find extra funds for the expansion of more rehabilitation facilities because government grants, which form the major part of the Council's revenue, had been used for running expenses of the schemes.

The Council has recently embarked on new farming resettlement schemes based on family unit. The family resettlement policy, as opposed to the old practice, is an economically self-reliant pattern under which the disabled family settler is able to earn a living by producing its own cash crops on a free-of-charge, prepared and chemically fertilised piece of land. Farming materials, mechanical and manual implements, irrigation equipment, transport facilities and housing are provided free of charge by the Council for the Handicapped. A monthly subsistence allowance of 18 kwacha for the first 6 months is payable to the settler. Motivation for higher productivity is expected to rise since the earnings of each settler is directly related to his productivity, instead of the former scheme where the income of a settler is fixed and paid by the Council.

To give one example, the family resettlement scheme at Kambowa (Central Zambia) was first introduced in February 1974 with 16 families who volunteered to experiment with the scheme. In July three more families joined the scheme on their own accord. Although all the 19 settlers were not equally successful in so far as revenue was concerned, they were generally happy about their working progress and by the end of 1974, 14 of the 19 settlers had qualified for exclusion from the payroll.

The success of a family resettlement scheme would depend upon the efficiency of the capital employed, resourcefulness of the field management and readiness on the part of the settlers themselves to work hard.

Co-operative farms offer wider resettlement opportunities for the disabled, not only because of the greater community sense of responsibility on the part of their members, but also because of the better possibilities for division of labour.

In Tanzania today nearly 65 per cent of the population (9 million people) live in 7,000 Ujamaa (socialist co-operative) villages. Disabled people trained in specific or all-round rural trade skills, e.g. horticulture, tobacco growing, cotton farming, poultry keeping, rural carpentry, home tailoring, rural handicrafts, etc. can also join an Ujamaa village to contribute towards economic expansion of the village as well as their own welfare in self-reliance. Under this setting a disabled person takes part in normal village activities with his trained skills. The disabled man may turn his hand, along with other disabled workers and/or able-bodied members of the village, to the growing of crops, to raising chickens, to making clothes, to making furn[illegible] agricultural implements and tools, to making shoes, sandals, baskets, etc. for the village. His work is a positive contribution to the Ujamaa village where everybody performs his work as part of division of labour.

Another recent development in Tanzania is the establishment of rural co-operative resettlement schemes for the disabled workers and their families. Two experimental schemes are being established and developed. Semi-local houses have been built on a self-help basis to accommodate all workers and their families at the settlements. Each family unit is given an individual piece of land to cultivate for subsistence crops, but all the workers are expected to work together at a communal shamba for cash crops, buy raw materials together, sell products together, but live separately at their individual homes.

The co-operative farm scheme for the disabled has the advantage not only of providing work for the disabled in rural areas in their own environment, but also gives them the opportunity of organising themselves and helping them to develop initiative and acquire some experience of farm management.

There are many forms of sheltered employment to which the rural disabled can turn their hands, especially where there is intelligent integration of various disability groups. It is difficult to be specific as so much depends on local requirements, the availability of raw materials, marketing possibilities, labour conditions, etc.

In Libya, the main necessity in rehabilitation and resettlement of the rural disabled is to encourage the setting up of production workshops linked as far as possible to the type of agriculture being carried out in the area. In the country, for example, dessert dates are plentiful. Fancy boxes for dates are imported from France at the rate of some 100,000 per season and making them is a fairly simple task even for older disabled workers.

Another possibility is the making of wooden boxes as containers for all kinds of agricultural produce conveyed to the markets. Fruit and vegetable baskets are also always in demand in rural areas and making them is a useful home industry if assistance is given in measuring supply and demand, and if the collection and delivery of raw materials and finished products are properly organised.

Another rural industry suitable for most rural areas is the manufacture of wire products such as desk trays, containers of all shapes, shelving, machinery and appliance guards. Hurdle, gate and fence making are traditional rural crafts providing job opportunities for male workers, whilst carpet and rug making are possibilities for women in many rural areas.

In Kenya a woolcraft workshop was established at Nyandarua in 1973 to teach the disabled trainees how to earn a living from wool processing. The workshop has accommodation for 28 trainees and they are divided into four groups, each of seven people, who work together in hand-carding, spinning, washing, dyeing, knitting and weaving (cloth, ponchos, scarves, ties, etc.) and making tufted carpets. A group of seven is considered to be an economically viable resettlement unit which could be formed into a cottage industry and reach self-dependence by working together. Such groups can be taught to live and work together to eradicate weakness in personal or working behaviour, to make an adequate contribution to the group and develop a sense of responsibility towards it. The blind worker can be taught spinning, twisting and washing by the feel of the wool. He can be taught to overcome colour selection in weaving by laying out his coloured wools always in the same order. A numbering system for the colours, with the number of knots tied into the woven thread, would indicate the colour to use. Some polio crawlers may not be able to treadle a spinning wheel but can participate in most of the other process. Double amputees of the lower limbs will be fully able to card, wash, dye, weave and do tufting of carpets. Arm amputees, whether right or left, are capable of carpet making, using a loop needle. Some hemiplegics will be able to spin and carry out several of the other operations. Individually the members of the group should be encouraged to develop those aspects of the operation at which they are most suitable. This is a unique form of group resettlement for individuals who are trained in skills which need assistance of others to complete a given product.

Open employment opportunities for the disabled in rural areas are still very limited at present, but as specialisation in rural industry is developed, more resettlement opportunities will be open to them; for instance, sorting and packing work or inspection at vegetable and fruit auctions, poultry farming, chicken sex determination, repairing and upkeeping of farm equipment, administrative work in co-operatives, fertiliser and cattle food sales work, simple carpentry, tailoring, building and many other works - generally speaking wherever work is less heavy in character - these can be performed by disabled workers. Even persons with hand injuries may, after training and perhaps with simple adjustments to tools and equipment, be able to perform very worthwhile jobs in the operation of agricultural implements.

It should also be recognised in this connection that governments are usually the biggest employers of labour and as such should set a lead to other employers by employing suitably qualified disabled persons in the civil service, even in rural areas.

Conclusion

Today, the rural communities in many African countries are wearing a new look - primitive methods are giving way to modern techniques; numerous development schemes are being introduced and established in the expansion of farming projects, development of agricultural co-operatives, improvement of livestock and rural industries. So extensive are these development schemes that hundreds of job opportunities are now available to able-bodied rural workers.

Unfortunately, however, rehabilitation schemes for the rural disabled do not always receive such a high degree of government support. Traditional patterns of family care and pioneering efforts of voluntary groups are still making a major contribution to the welfare of rural disabled people.

From identification to training, and from training to resettlement, all difficult problems associated with rural rehabilitation and resettlement of the individual disabled should now be transferred from family responsibility to local authority level. These could then be carried further to government level to pave the way for a successful national programme of rural rehabilitation. Once the government has recognised that positive action should be taken about rural problems in rehabilitation, it should give its leadership and backing to the efforts and seek to set up a co-ordinated and integrated service which could be developed within the framework of the economy and rural development programme of the country. In particular, it should ensure the most important element - regular and adequate budgetary support.

The ILO's experience in helping to develop a vocational rehabilitation programme in African countries indicates that with the full backing of governments, local communities and voluntary organisations, simple but effective rural vocational rehabilitation and resettlement facilities could be established to provide for the employment needs of disabled persons in rural areas.

ANNEX

COUNTRY PAPERS SUBMITTED BY PARTICIPANTS

1. A Paper on the United Abilities Company, Addis Ababa, Ethiopia

by

Ato Endale Samuel

The problem of disability in Ethiopia has increased to such an extent as to necessitate a rehabilitation programme for the disabled at a national level.

In order to rehabilitate disabled people and minimise the increasing tendency of disability, several rehabilitation centres run by government and non-governmental organisations (missionaries, community associations, etc.) have been established throughout the country.

The existing rehabilitation centres provide medical assistance, vocational training, placement in various workshops, industrial and agricultural enterprises. Moreover, the national associations for deaf and blind with the co-operation of similar international associations provide additional assistance along the same lines.

One of the major objectives of the Ethiopian national rehabilitation programme is the restoration of the disabled to normal social life. In this respect, the United Abilities Company is playing a very important role.

Sheltered workshop (United Abilities Company)

Considering the scarcity of jobs and the tough competition in the labour market, establishment of sheltered workshops such as United Abilities Company is favoured.

Selection of workshops suitable for the disabled depends on several factors.

Plant location

The plant location and the integration of physically and mentally disabled people both in the workshops and the community are essential factors which have both social and technical advantages.

Design of machines, equipment, working place

Machines, equipment and supplies operated or used by the disabled should be designed and arranged for minimum effort and maximum convenience. In this case, selection, design, modification of machines and installation layout should be made to suit particular disability cases as required. Supplies, materials and tools required for operation should be placed within easy reach of workers.

Operating position (sitting, standing, etc.), type and sequence of operation should be in accordance with the disability in question.

Congestion of men, materials, long transportation lines, unsafe machines, etc. should be avoided as far as possible. Ease of movement (e.g. for the blind) should be considered as well as the installation of machines.

Placement

The importance of prior related vocational training and placing of the disabled in accordance with the demands of specific situations in workshops is of paramount importance.

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Classification and screening of the disabled based on type, extent of disability and the potential to do various types of work is essential for placement purposes. Furthermore, placement depends on types of process, machines, equipment, raw, intermediate and final materials.

Exclusive placement of disabled people in sheltered workshops is advantageous in cases of severe disability. However, effort has to be made to avoid any feeling of isolation from the rest of society which could result in different forms of inferiority complex.

Placement of only the disabled is not always practical. Combining the abilities of disabled persons for specific jobs could be done.

Practically all positions in the United Abilities Company umbrella factory are occupied by disabled people. However, in the company's battery factory, where the technology is specialised and sophisticated, inclusion of physically and mentally able people is necessary.

In addition to some of the technical problems related to disability there are administrative problems related to placement:

- limited chance for promotion and transfer;
- type and extent of disability influencing placement and salary;
- ease of communication;
- dissatisfaction and frustration arising from placement and salary administration.

These and other similar problems force management to consider social factors when introducing salary increases and other administrative decisions.

Finally management has to find ways and means of handling cases such as:

- conflict between objectives of sheltered workshops and establishing labour unions and their demands;
- high hospitalisation, insurance and operating costs;
- providing counselling and guidance service by a social worker.

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2. Cameroon's Programme of Vocational Rehabilitation of the Disabled

by

Mr. M.E. Eta

My aim in this paper is to discuss the many-sided problem of the rehabilitation and training of the disabled in Cameroon. The first facet of the problem that must be outlined is the lack of reliable statistics on the nature and extent of disability. The second problem is the lack of a large enough industrial and manufacturing sector to absorb special categories of workers. Given the lack of this industrial sector, we must then examine the problems facing the disabled in a rural agricultural setting. I then propose to examine the existing institutions in Cameroon with the problems that face them and their plans for the future.

1. Extent of the problem of disability

It will be obvious from the following statistics that some attempt has been made to quantify and classify the problem of disability in Cameroon:

Type of handicap	Number	Percentage
(a) Blind	60,000	1
(b) Lepers	56,750	1
(c) Physically handicapped (polio, amputees, etc.)	240,000	4
(d) Mentally retarded	180,000	3
(e) Mentally ill	60,000	1
(f) Epileptic	30,000	0.5
(g) Deaf and dumb	(figures not available)	-
Total	626,750	10.5

As will be seen from the information quoted above, the statistical data on this problem is not complete. The limited information available, however, provides a rough guide to the size and nature of the problem. We can see from the figures quoted that the physically handicapped and the mentally retarded comprise the two largest groups. In the case of the blind, we have no accurate information as to the age distribution of the 60,000 people mentioned. This is also the problem with the other groups enumerated. We hope to fill in the gaps in our statistical tables so that we can plan more efficiently in the future. As a country with limited resources, accuracy of statistical information is vitally necessary if we are to choose the correct options in deciding the future shape of our training and rehabilitation programmes.

2. Existing vocational rehabilitation services for the physically and mentally disabled in Cameroon

As Cameroon's present position as a developing country severely limits our ability to implement a comprehensive rehabilitation and retraining scheme for the handicapped, we are forced to select concentration areas within the wider field of rehabilitation services. In this perspective, the Government of the United Republic of Cameroon has decided to pursue a policy of "Social Justice" which has, as its natural consequence, an attempt to bring all the benefits of an increasingly developed society to the weaker segments of the community. This policy recognises that special provisions must be made if the disabled are to establish themselves as fully integrated members of society. This special provision takes the form of vocational assessment, guidance and training facilities. I propose to discuss these points in more detail, using as examples the existing services in Cameroon dealing with the problems of the handicapped.

The first prerequisite for any policy of vocational assessment and guidance is a body of trained personnel. Cameroon's solution to this problem has been the establishment of the National School of Social Workers in Yaounde. This school offers a four-year professional course of training for prospective social workers, which includes elements of theory as well as considerable practical training. In addition, a number of social workers receive their training abroad under various foreign assistance programmes.

.Training of the handicapped is carried out in various institutions in my country, such as:

(a) Bulu Centre for the Blind in Buea - Southwest Province;

(b) Centre for the Re-education of the Physically Handicapped in Yaounde - Central South Province;

(c) Centre for Re-education of the Physically Handicapped at Dachang - Western Province;

(d) Yaounde School for the Deaf - Central South Province;

(e) Douala Centre of Applied Audiology - Littoral Province;

(f) Centre for Re-education of the Physically Handicapped in Kaeli - Northwest Province;

(g) Manyemen Leper Settlement - Southwest Province;

(h) Dibamba Leper Settlement at Douala - Littoral Province;

(i) Mbingo Colony in Douala - Littoral Province;

(j) Ndonge Leper Colony in Douala - Littoral Province.

Some of these institutions are 100 per cent government-funded while others receive assistance and encouragement. From my experience as Director of the Bulu Centre for the Blind, I shall now describe in detail certain aspects of our training programme.

At the Bulu Centre for the Blind, we train able-bodied blind men in a range of skills which is hoped will enable them to become fully productive and totally integrated members of their communities. During their first few weeks we concentrate upon giving them complete freedom of movement within the bounds of the Centre. We believe that proficiency in mobility skills is the key to the success of the whole training programme and that the first attempts at independent movement within a well-known area are the most important. When the trainees are able to move around the compound unaided, their confidence is increased tremendously. The next stage in our mobility training is a series of visits to the busy main road close to the Centre and to Buea, the closest town of any size. Here we teach them the various skills necessary for movement in the midst of heavy traffic and through a series of complicated road intersections.

As Cameroon is a predominantly rural, agricultural society and as the President, El Hadj Ahmadou Ahidjo, lays great emphasis on agriculture as the backbone of the Cameroonian economy, we feel it is essential to give our trainees a thorough knowledge of modern techniques of small-scale farming. We also teach them to manufacture useful articles, utilising locally available raw materials. These articles include foot-mats, baskets, cane and bamboo furniture, leather and raffia products. We also give the trainees a basic knowledge of Braille.

Our philosophy behind the training programme is based on the fact that we take adult blind men from their villages with a view to making them responsible and productive heads of families. It is for this reason that we do not place much emphasis on an academic or industrial training. We believe that the shape of the training programme should be dictated by the over-all structure of society and the needs of the handicapped within the society.

As I have mentioned earlier, Cameroon does not have a large industrial sector capable of absorbing handicapped persons trained in special industrial skills. Most of the graduates from our existing training centres return to their villages to earn a living as farmers or take up residence in one of the large towns as a small-scale producer of specialised articles.

3. Services for special groups

From the list of our specialised institutions mentioned earlier, it is clear that Cameroon is making strenuous efforts to establish training programmes in the various areas of disability which make up the entire handicapped population. As most of these institutions are still relatively young, they have not assumed a fixed pattern. We are still in the experimental stage with many of them. It is hoped that this Seminar will provide a reservoir of ideas from which we can draw for purposes of future planning. The new Ministry of Social Affairs under the first woman Minister, Madame Delphine Tsanga, is in constant contact with overseas advisory organisations with a view to improving existing specialised institutions and establishing new ones. While this section is somewhat sketchy, we would wish you to bear in mind the fact that we are still expanding and are always interested in new ideas.

4. Co-ordination of these services with health, social and community services

The closest co-operation of the specialised training institutions with other services in Cameroon is with the health services provided by the Ministry of Public Health and the social workers controlled by the Ministry of Social Affairs. All of the government institutions engaged in the training of the handicapped are also controlled by the Ministry of Social Affairs. The connection between these institutions and the public health services operates at two separate stages. Training services use statistical information provided by the Ministry of Public Health through its provincial delegations for health to locate the various groups of handicapped people throughout the country. This Ministry also helps by providing facilities for comprehensive medical examinations for all the prospective candidates of these institutions. The Ministry of Public Health also provides free medical care and trained personnel to take care of the health of the handicapped people while they are in the training institutions.

The Ministry of Social Affairs, as well as financing the government institutions for training the handicapped, also provides social workers and social welfare services to take care of the students after they graduate. The Government also finances UGAGIC - Union Generale des Aveugles et Grands Infirmes de la Republique Unie du Cameroun (General Union of the Blind and Physically Handicapped in Cameroon) - which is an organisation which guarantees free and subsidised travel, free education, certain tax concessions and free medical treatment to all physically handicapped persons who become members. This union is designed to extend welfare benefits to all the handicapped people in the community, including those who for one reason or another, are not able to enter one of the training institutions. The Ministries of Health, Social Affairs, Finance, National Education, Transport and Territorial Administration all combine to provide the services guaranteed to handicapped people in the Presidential Decree establishing UGAGIC.

The Ministry of Territorial Administration has an important part to play in the over-all scheme of retraining and resettling the handicapped. The traditional village councils, which are the basic units of local government in Cameroon, usually draw the attention of the authorities to the existence of handicapped people in their various areas. The senior division officers who are officers under the direct control of the provisional governors, arrange for the payment of the subsistence allowances provided by the Government to specified groups of handicapped people such as the blind.

The Department of Community Development, through its community development assistants, operating at the village level, can also play an important part in mobilising the local community to help the disabled people in their areas.

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The Ministry of Social Affairs, through its provincial chief welfare officers and local social workers, arranges for the distribution of equipment provided by the Government and by overseas organisations. They also tackle some of the personal and family problems faced by the handicapped in their area. This group of social workers operates closely with those social workers specifically attached to the various training institutions.

It is hoped that the efforts of these various ministries and departments can be even further integrated now that a separate section concerned with the training and rehabilitation of the handicapped has been set up by the Ministry of Social Affairs. We feel that an integrated approach to the problems of the handicapped is vitally necessary if we are to avoid duplication and conflict in the services provided.

5. Staff training

Our existing institutions and their related services are staffed by a combination of personnel who receive their training in Cameroon, other countries within Africa and countries outside Africa. The training institutions which exist within Cameroon are of two kinds: firstly, we have those institutions such as the Yaounde National School for Social Educators whose sole purpose is to provide professional training for those who wish to work in the welfare and disablement retraining services. Secondly, we have those institutions which, like Bulu Centre for the Blind in Buea, and the School for the Deaf in Yaounde which are primarily designed to provide training schemes for the handicapped but which also train personnel to work with the handicapped.

As yet the output of these institutions is limited but we hope that this will increase as our training programme gathers momentum. We have an increasing body of personnel who were trained in other African countries as a consequence of the philosophy of mutual co-operation which Cameroon is at present pursuing. These people are usually social workers or trained craft instructors. The period they spend in other African countries varies from six months to four or five years. This programme is a continuous one which brings benefits to both the people who are trained abroad and the countries that train them. The exchange of ideas and experiences which is a natural consequence of this programme increases the knowledge of both participants in the field of training and rehabilitation of the handicapped.

Various overseas organisations provide scholarships to enable Cameroonian nationals to study abroad. The courses undertaken by people fortunate enough to obtain overseas scholarships are usually designed to train them for a specific job on their return to Cameroon. Those embarking on such a course of study are usually required to have had experience in that field before they leave Cameroon. These courses provide opportunities for social workers in the field of management personnel such as directors of institutions in order to gain further knowledge and experience in their chosen field of operation. These courses are usually undertaken by those who not only have considerable experience in the field but who have made a firm commitment to return to work with the handicapped upon completion of their courses.

Cameroon has established a National School for Administrators and Magistrates which trains personnel to operate effectively and efficiently within the Cameroonian administrative system. This also has a spin of effect for management personnel engaged in the administration of centres for the handicapped. This school provides readily digestible material which improves the knowledge of directors about the Cameroonian administrative system.

These divergent elements are fused together in a unitary administrative system. Although the administrative system is uniform in shape each element can make its own unique contribution based on its different experiences.

6. Unresolved problems - particularly those related to management of rehabilitation centres and sheltered workshops

The major problems still confronting Cameroon in the field of training and rehabilitation of the handicapped are located in several major areas. We still have problems in locating and classifying the various forms of handicaps existing within Cameroon. The various figures quoted earlier in this paper show quite clearly that we have an estimate of the extent of disability in Cameroon, but not a comprehensive and detailed body of statistics. This makes it difficult for us to plan our training programme for the future and to predict possible future trends in the needs of the disabled. As we have no accurate information as to the age distribution within the various groups of handicapped people we cannot predict with any degree of certainty whether the handicapped population of Cameroon will increase or decline in the future.

In the sphere of follow-up and extension services we are still trying to integrate fully the existing separate services which sometimes duplicate or even conflict with each other. It is hoped that the establishment of the new Ministry of Social Affairs under the Hon. Madame Delphine Tsanga will help to establish a fully integrated approach to the problems of the handicapped. We are striving towards increased liaison between the various departments and institutions collected under the jurisdiction of this new Ministry.

Like most developing countries Cameroon still faces problems in obtaining the required amount of trained personnel and supplies of capital to run their institutions in the desired way. We require funds to erect new buildings in most of our institutions and to provide reliable means of transport for those institutions which require it. This problem gives particular trouble to the directors of institutions because they have to undertake the complicated business of liaising with suitable overseas organisations over and above the day-to-day administration that they are expected to do.

7. Plans for the future

Cameroon is planning a great expansion of its training, rehabilitation and resettlement services for the handicapped. We are planning to open two new rehabilitation centres for the handicapped in Yaounde to cope with the vast problem of the physically handicapped. It is hoped that these two centres will have an intake of from 75 to 125 students at any one time and that they will offer courses ranging in duration from 6 to 12 months. We also plan to open a new centre for the blind in the Northern Province to cope with the vast problem of blindness.

Expansion and modernisation plans for the existing rehabilitation centres are also getting under way. With the establishment of our new Ministry of Social Affairs we are making definite plans to develop a fully integrated approach to the problems of the handicapped both inside and outside rehabilitation institutions.

Integration would be helped by the establishment of a section responsible for co-ordination and regulating our extension and follow-up programmes for our handicapped people. This section will be the co-ordinating body within the Ministry of Social Affairs.

The Hon. Minister of Social Affairs is at present engaged in consultation with overseas organisations as to the best methods of establishing sheltered workshops. It is hoped that when these sheltered workshops are fully operational they will provide gainful employment for those trained at rehabilitation centres.

A Disabled Persons' Act is envisaged in Cameroon which will make provisions guaranteeing social equality, equality of employment opportunities and social security benefits for handicapped people.

Although these plans will require time before they are fully implemented, they are a manifestation of Cameroon's firm commitment to better the conditions of her handicapped persons under her policy of social justice for all which is one of the cornerstones of the policy of the Cameroon National Union as it has been expounded by the President, El Hadj Ahmadou Ahidjo.

Annex

Bulu Centre for the Blind, Buea

Ministry of Social Affairs

1. Brief history. The late Mr. Willie Bergert, formerly United Nations Adviser on Community Development in West Cameroon, first originated the idea of the Rehabilitation Centre for the Blind. As a result of this prompting, the American Foundation for Overseas Blind made available the sum of US$5,000 to help establish such a Centre. Funds were also made available by the Netherlands Organisation for International Assistance specifically for the installation of water and sanitation, the work to be undertaken by SATA. Money was also forthcoming from Oxfam, the Federal Government of Cameroon and private individuals.

From its inception in 1967 until 1971 the Centre was under the auspices of the Department of Primary Education in the former West Cameroon. In July 1972, the Centre was transferred to the Ministry of Health and Social Welfare and placed under the direct control of the Deputy Minister of Health. Since the reorganisation of the Government of the United Republic of Cameroon in July 1975, the Centre has been placed under the auspices of the new Ministry of Social Affairs.

Three batches have graduated from the Centre - making a total of 40 trainees in all. The fourth batch, consisting of 12 trainees,
middle of the second year at the Centre.

2. Training programme. The basic courses which the Centre offers its trainees are in simple farming techniques and handicrafts utilising local materials. The premier feature of the training programme, however, is the attempt to make the trainees proficient in the various skills necessary to enable them to fit into the community in which they wish to make their lives. This comprehensive aim embraces such skills as mobility and the various other techniques of daily living. The Centre offers courses in Braille and social orientation. The Centre also hopes to offer courses in some main stream academic subjects where a trainee shows a particular aptitude for these subjects. The achievement of this latter aim is dependent upon sufficient qualified staff being made available to the Centre. We place the greatest emphasis upon training the trainees to gain mastery of a wide range of basic skills - farming, handicrafts and Braille - which it is hoped will give them self-reliance and the ability to contribute positively to the family and village economy in which they live.

3. Objectives for the future. With the establishment of a separate Ministry of Social Affairs, it is believed that the way will be opened for the promulgation of a social legislation concerning the blind and handicapped in Cameroon. An integral part of this legislation would be the establishment of an extensive follow-up programme to enable the Centre to help the trainees after their training course.

4. Staff. The Centre is staffed by a combination of blind and sighted workers. We have three blind instructors who do the bulk of the training programme. The administrative domestic and general labour staff are all sighted. We hope to recruit some qualified sighted teachers in the future and also someone who can work with blind women. These two objectives are dependent upon the future expansion of the Centre.

5. Financing. The Centre is at present financed by an allocation of funds in the annual budget of the United Republic of Cameroon. This allocation is currently running at the sum of 2,730 frs. (CFA). This covers all the current expenditure of the Centre's feeding and clothing of trainees, payment of workers, fueling and maintenance of Centre vehicles, etc. Funds for capital expenditure such as new buildings, water supply, etc., are usually sought from international aid. We are at present trying to negotiate for a donation to build and finish one or two dormitory blocks of the most up-to-date design. We also hope to get a new land rover from some international agency.

6. Achievements. Since the inception of the Centre, approximately 40 trainees have graduated. Most of the trainees on graduating return to their homes and try to implement the techniques they have been taught at the Centre. One of our trainees has even gone as far as gathering the other blind persons in his community into a kind of day centre where he tries to impart to them the techniques that he was taught at the Centre. Indeed, this and all of the Centre's projects are really worthwhile.

3. Vocational Rehabilitation of the Disabled in Ghana

by

Mr. J.L. Adjei

Introduction

Years ago, the physically and mentally handicapped were considered second-rate citizens in Ghana. They were largely discounted as people of limited ability and resources, incapable of fending for themselves. They were virtually dependent upon their families for their existence. Few people thought they could actually contribute to family life, earn their own living or take part in other activities in the community.

Immediately after independence, the attention of the Ghanaian Government was directed to the large numbers of disabled persons in the country. As a result a committee was appointed to investigate the situation, assist in locating the disabled, register them and draw up a rehabilitation scheme for them.

The number of registered disabled persons as of 31 March 1975 was as follows:

(a)	deaf	5 372
(b)	blind	12 794
(c)	crippled	18 556
	Total	36 722

In view of the size and spread of disablement throughout the country, it was recommended that a special section within the Department of Social Welfare and Community Development should be set up to give each disabled person social and economic independence and to make him self-reliant. It also became necessary that the disabled should be integrated into the society. Hence, a programme using disabled resettlement officers began.

The rehabilitation scheme in Ghana has been designed to meet Ghana's particular needs. It provides industrial vocational training for disabled persons living in urban areas, sheltered workshops for those severely disabled and rural vocational training for those disabled who live in rural areas so that they can earn a living and support their families in the environment to which they arc accustomed.

Projects

Some of the crafts engaged in are carpentry, weaving, cooking, sewing, typing, music, leather work and tailoring.

For the mentally disabled there are three mental institutions in Ghana. These are the psychiatric hospitals at Accra, Ankaful and Adentan. In 1974, 1,199 males and 525 female mentally disabled persons were admitted to those hospitals and 920 males and 498 females were discharged. Four hundred and twenty-four males and 60 females absconded but 311 males and 16 females were returned to the hospitals either by the police or by their relatives. In that same year, 56 males and 36 females died and the present mentally disabled population is 1,875 - made up of 635 females and 1,240 males. The most prevalent type of mental illness is schizophrenia. Unfortunately, there has not been any epidemiological study of any areas concerning the incidence of mental illness.

To date, no well-laid programme for the rehabilitation of the mentally disabled has been planned. The only form of rehabilitation is occupational therapy, which is hospital-based. Community rehabilitation of the new mentally disabled does not exist in the country. There is a dichotomy of responsibility with regard to the rehabilitation of both the physically and mentally disabled. The Department of Social Welfare and Community Development deals with the physically handicapped and the Ministry of Health deals with the mentally disabled. There is, however, a co-ordination between the two services. It is also a medical and social fact that most physically disabled may suffer some form of mental disturbance. The mentally disabled may also suffer from physical disabilities. Services for the disabled are provided by the Ghana Education Service which runs special schools for disabled persons. The Department of Labour takes responsibility for their employment. They assist a great deal in this regard. The Ministry of Health takes care of the orthopaedic aids and wheelchairs.

Social welfare provides facilities such as industrial and rural rehabilitation centres for training and also sheltered workshops.

Problems

Owing to economic strangulation, it has not been very easy to get employment for the trained disabled. However, the Ghana Education Service employs a great number of the trained physically disabled as craft instructors in both primary and continuation schools. Some local firms also employ some of them.

Sheltered workshops

These are opened for those who cannot compete with others and cannot work in open employment.

Co-ordination

Some time ago, there was a dichotomy of responsibility with regard to the rehabilitation of the disabled whether physical or mental. This division does not prevail any more. There is a co-ordination between the three services. The Rehabilitation Section of the Department of Social Welfare and Community Development take on some of the mentally retarded children and train them.

Other voluntary organisations also play an important role in the rehabilitation programme of the disabled:

- Blind Society - caters for blind adults;
- Society of Friends of Mentally Retarded Children - mentally retarded children;
- Deaf Society - deaf training;
- Cripples Aid - wheelchairs;
- Mental Health Association - welfare of mentally handicapped persons.

Until 1968 the mentally retarded children were mixed up with the adult mental patients. The Society of Friends of Mentally Retarded Children was established by a group of public-spirited people and opened a special home for the mentally retarded children. The home gives training to those who are able to be educated and trained and gives custodial care to the severely retarded children. Sheltered workshops have been opened for the children.

4. Kenya's Programme in the Field of Vocational Rehabilitation of the Disabled

by

Mr. F.K. Boit

The first task of the programme is to provide a comprehensive picture of disablement in Kenya, outlining the kinds of disabilities from which people suffer, classified by age, sex and residence.

Poliomyelitis still continues to be the largest crippling disease in Kenya. The main form of control is through inoculation.

Blindness which is caused by trachoma and other infections takes second place. Mobile eye units visit schools and treat a constantly increasing number of patients.

Since most deaf persons are born deaf, speech therapy clinics offer services to deaf and mute children.

Kenya has approximately 6,000 mentally handicapped people. Many are admitted to a mental hospital under the care of a psychiatrist.

There are also paraplegics, accident victims, spinal injuries, leg and arm amputees, most of them disabled through motor accidents.

At present, Kenya has two categories of vocational rehabilitation services for the physically disabled.

The Industrial Rehabilitation Centre serves the disabled in the urban area; it looks to industry for wage-earning employment as a means of reintegrating the disabled.

Secondly, Kenya has six rural vocational rehabilitation centres, one for each province.

The rural vocational rehabilitation services in Kenya are designed to enable persons to support themselves and their families and live a full social life within their communities. They provide training in cash crop-growing, small animal farming, rural tailoring, shoe and leather work with rural crafts etc. Bearing in mind that more than 90 per cent of Kenya's population lives in the rural areas, it is intended that these people will be resettled in their home area.

At present, there is a sheltered workshop in Nairobi for the manufacture of orthopaedic aids, such as crutches, calipers, boots, wheelchairs, etc. The workshop functions as a sheltered workshop where the disabled are employed on a wage-earning capacity, although those employed there are not severely disabled persons. It is the intention of the Kenya Government to establish such workshops in the near future when funds are available.

Several sheltered workshops are run by voluntary agencies. These and other services provided by voluntary associations are financed from private contribution, but subsidised by government grants.

Blind

The Salvation Army in Kenya runs six schools for the blind, including a Trade Training Centre for blind adults. The Ministry of Education exercises supervision.

Deaf

There are sixteen schools and clinics for the deaf. Financing is obtained through public contributions and government grants.

The mentally handicapped

The agency serving the mentally handicapped is also supported through public donations and government grants. It provides assistance to all the school units for the mentally handicapped.

The National Vocational Rehabilitation Agency of Kenya also works closely with various other agencies in the field, and is currently employing members from International Volunteer Agencies towards promoting education for mentally handicapped children and expanding the training of special teachers.

Leprosy

There are several voluntary organizations designed specifically for the care of leprosy patients.

The emphasis [illegible] is still on treatment and control but it is recognized that rehabilitation is closely associated from the commencement of treatment.

The Division of Vocational Rehabilitation in Kenya hopes to establish on-going rehabilitation centres where groups of leprosy patients and their families may train together and learn to live as co-operative communities.

Some voluntary agencies operate mobile clinics which reach disabled persons in rural areas and provide services designed to relieve their distress and improve their prospects of rehabilitation. It is at the age of 16 years when they can be admitted to the rehabilitation centres.

The Government [illegible] is co-operating with the voluntary agencies in connection with the [illegible] programme.

Staff training

Rehabilitation programmes in Kenya started only a few years ago, and the Kenya Government is trying to create a staff training and administrative complex that would bring together under one roof all the facilities needed by the National Rehabilitation Committee and voluntary agencies when funds are available. There is no well-planned staff training at present, but staffs are learning from one another during staff meetings and through group discussions.

The staff training in vocational rehabilitation in Kenya still needs to be looked into; what is needed to achieve an effective programme is a long-term plan.

Problems

Certain problems hinder the efficient management of the rehabilitation centres. The major factor is the system of allocating funds.

Thus, the managers are finding it very difficult to administer a centre when there are no materials for the occupational instructors in the workshops. Similarly, the managers find it difficult to run the day-to-day activities of the centre when there is no money for transport operation.

There is a general shortage of staff, particularly among those with technical know-how in vocational rehabilitation programmes, who should be over 50 per cent of the total staff in every rehabilitation centre.

The managers are in the same salary scale as the occupational instructors. In fact, some instructors earn more than the boss (manager) who is over-all in charge of day-to-day running of the rehabilitation centre.

Future plans

Plans are under way to open an additional rural vocational rehabilitation centre.

Where the need arises, a special sheltered workshop will be established to cater for the needs of the very severely disabled, who cannot conveniently participate in the regular vocational rehabilitation centres.

Plans are under way to establish mobile rehabilitation units aimed particularly at taking rehabilitation services to disabled men and women who cannot leave their families to undergo courses in rehabilitation centres.

Future plans also include the following projects.

(1) Full rehabilitation schemes for the mentally handicapped.

(2) Co-operatives for leprosy patients in conjunction with the Ministry of Health.

(3) Mobile delivery and collection units, to organise the distribution of raw materials, and marketing of finished products.

(4) Suitable rural resettlement and follow-up services.

5. Vocational Rehabilitation of the Disabled in Liberia

by

D. [illegible]

The aims of the Klay Basic Crafts Training Centre are to develop in each student an active interest in industrial life and in the methods and problems of production - also to promote the appreciation of good design and workmanship and the ability to select, and care for the industrial products wisely. We want to develop in each student the habit of self-reliance, self-discipline, and resourcefulness in meeting practical situations of living. It is this Centre's hope that each student will develop in himself the ability to do useful things and to develop desirable attitudes and practices with respect to health and safety; that they should bear in mind that all skills must be accompanied with a habit of orderly, complete, and efficient performance of any task. This Centre wishes to assist the students in becoming useful to those in need in the society and to be willing to join in group undertakings. It is our hope that during the two years' training period students will learn to use tools skillfully and work constructively. Last but not least, the total training is geared towards the needs of the country, and to the goal that students put into practice their skills to the best of their ability.

Actually, in our Centre we are not only concerned with disabled persons, but also with the less fortunate, drop-outs, those lacking the ability to make normal learning progress. Our problem also involves the selection of those who will be of use to society through productive work. The problem extends to young men and women from broken homes, unwanted children and those who lack a sense of direction. Therefore, we try to assist these persons and place them in the right direction to become useful and productive citizens in our society.

As I have stated earlier in this paper, we try to place our trainees in various private enterprises. Although there have been no special provisions made, and there are no buildings for special services, private and public enterprises have given much assistance. My country at this stage is just beginning to realise the need for rehabilitation, and thus our programmes are still within the initial stages of identifying the needy. Maybe in the future Government will provide specialised vocational rehabilitation services. Few of the centres permit their patients to remain and work; our society being young in this field still finds it difficult to accept rehabilitated persons. At present we possess a private school for the mute and deaf, a government centre for the mentally disabled, a private leper colony, a social service centre, a government leper colony, as well as the Klay Basic Crafts Training Centre. Each of the privately owned centres is given a yearly subsidy by the Liberian Government.

Our Centre, because of its moderately equipped shops and its technical know-how, is used in many instances for consultations on how to assist handicapped persons through the use of specially adapted machines. Because we are not able to accept individuals as residents of the Centre, we simply provide whatever useful instructions or information we can give. Our concern then becomes to recommend useful methods that would enable the rehabilitated to become a part of our society. Not until society accepts these people, will we be in the position to aid them as the need arises. It is our hope that new programmes of general education will create conditions for an effective system of rehabilitation.

At the Klay Basic Crafts Training Centre, in conjunction with rehabilitating young men and women to become full participants of our society, regular class room courses are taught in five major fields, metal trades, electrical trades, building trades, air conditioning and refrigeration, and home economics. Each shop follows a daily schedule of 20 per cent lectures and 80 per cent practical work. Because of this scheme, we are able to produce young people who in later years have proven to be self-sufficient and productive workers in industrial areas as well as in

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rural areas. Health is emphasised within the home economics field, the emphasis lies on health and hygiene: young ladies are prepared to assist needy families in their homes, as well as to acquire certain clerical skills. During the period of training, instructors involve students in needed community activities and these are considered part of the course. This practice serves as an act of education and a service to the community.

In 1973, this Centre sent two of its instructors for a six-month training course to Turin under the aid of ILO and the Liberian Government. Most other rehabilitation centres train their own technical personnel.

In our Centre management we still face many unresolved problems. One is to persuade the general public to accept rehabilitated persons, and to get the general staff to understand and to become willing to accept and willing to work with such groups. Another is the building of a firm understanding of the problems involved and what measures must be applied. Full co-operation from all agencies concerned and financial support is a crucial need for all rehabilitation centres in the Republic.

Plans for the future are:

1. To study how the few existing centres could co-operate effectively in tackling a variety of rehabilitation problems.

2. To initiate a strong programme of training able and interested persons to become rehabilitation workers.

3. To set up programmes for rehabilitation centres to co-operate in the utilization of resources as well as the assignment of trainees in accordance with their disability or rehabilitation progress.

6. Research for Rehabilitation Schemes in the Libyan Arab Republic

by

Mr. M.A. Tayeb

Until 1973, no law had been issued to organise the rehabilitation of the disabled or invalids to enable them to continue their ordinary work except some phrases in the Social Organisations' Law and in the basic regulations which organised committees for the blind.

In 1973, the Revolutionary Command Council issued the Social Security Law Operandus No. 72, which included certain texts for organising the rehabilitation scheme as shown in the fifth article:

"Social security may include industrial security measures and precautions and rehabilitation of the invalid and injured."

Article 27 specifies material benefits:

"Rehabilitation of the injured and sick to provide them with new opportunities to work and produce."

The Council of Ministers issued a directive in paragraph "h", article "6", to organise the Social Security Organisation creating a department for rehabilitation and medical assistance.

The Minister of Social Affairs and Social Security then established the necessary administrative staffing and organisation within the framework of the Social Security Law.

Training activities and existing rehabilitation efforts

At the present time, certain organisations are working independently in the rehabilitation of certain groups according to their available facilities and resources, such as the committees for the blind. These committees are training the blind in the following areas:

(a) typing in braille;

(b) printing books in braille;

(c) operating telephone switchboards;

(d) making handicraft items such as brushes, baskets, brooms, bamboo articles, etc.

Ministry of Health efforts in rehabilitation

Recently an agreement has been made with the Ministry of Health to train a number of the blind in physiotherapy. Three have passed examinations successfully and are now working in Ministry of Health hospitals.

The Ministry has also established a rehabilitation section which is headed by a doctor specialist and has created a small factory for the manufacture of artificial limbs.

The Government has now established a large centre in Tripoli for rehabilitation and has expended up to date a total of one-and-a-half million Libyan Dinars. When completed it will be one of the most modern centres in the world. It is located on an area of 53,000 square metres, 6,050 for the buildings with the remaining assigned for gardens, playgrounds, swimming pools and other activities. When operational the centre will be divided into two sections:

(a) The boarding section will accommodate 100 residents and will include facilities for recreation, an auditorium and a library.

(b) The day section will accommodate another 100 trainees.

The centre contains a medical treatment section which includes facilities for X-ray, orthopaedic surgery and plastic surgery; a complete physical therapy area is also included in this section.

Specialists will render services in the above medical sections.

The centre contains workshops for different trades and will be equipped with modern materials and equipment.

Specialised teachers and instructors will be selected and appointed to the various trade sections.

The centre will be fully equipped within the coming months and the dedication opening will be on 1 September 1976.

The dedication programme will be prepared with the co-operation of the ministries concerned, i.e.:

- Ministry of Health;
- Ministry of Labour and Civil Service;
- Ministry of Education.

The main aspects and emphasis of the programmes in the Tripoli Centre will be:

(1) utilising the existing strength of the individual for rehabilitating him in a new trade within his capability, environment and inclination;

(2) providing each trainee with the necessary tools to earn his own living;

(3) providing the individual with the necessary medical and psychological assistance during and after the rehabilitation period;

(4) seeking places for suitable employment through issuing laws and regulations enforcing the employers to employ some of these people for appropriate positions.

The main fields to be programmed are:

(1) secretarial;

(2) radio and television repair;

(3) telephone repairs and switchboard operation;

(4) watch and clock repair;

(5) metal engraving, wood carving and related ornamental and fine crafts;

(6) ceramics and pottery;

(7) hand weaving and rug making;

(8) locksmithing.

Special attention will be given to the programme organisation in order to provide the necessary flexibility to meet the individual needs of the trainees: these will be selected according to technical conditions from between the ages of 16 and 50 years and found to be medically fit. The programme will also enable those individuals who are capable of continuing their formal public education to do so as well as encourage and facilitate the development of the technical qualifications of those gifted with special talent in art, photography, music, etc.

This centre will be used for training the necessary manpower for establishing and operating similar rehabilitation centres which will be established in various parts of the Libyan Arab Republic in the future.

7. Vocational Rehabilitation of the Disabled in Malawi

by

Mr. G.P. Mchiela

1. Extent of the problems of disability

There are no reliable figures available of the number of disabled people in Malawi. A country-wide count has never been attempted as this would cost a great deal of money, staff and effort. In spite of this, voluntary registration of the handicapped undertaken by the Malawi Council for the Handicapped in order to assess the magnitude of the problem of disability, has provided a norm for the whole country. It is, therefore, assumed that out of a population estimated at 4 1/2 million, 9 per cent are disabled due to polio, blindness, leprosy, deafness, mental disorder, tuberculosis, industrial and motor accidents. This means that there are about 400,000 people requiring vocational rehabilitation services in the country.

2. Existing vocational rehabilitation services for the physically and mentally disabled

(a) Resettlement in agricultural projects

The main emphasis of vocational rehabilitation in a developing country like Malawi, with an agricultural economy, must be on agricultural rehabilitation. For this reason the resettlement of blind farmers in agricultural schemes is progressing very well in Malawi.

The programme which started with two blind men in 1969, with the assistance of the Royal Commonwealth Society for the Blind, now has a total of 52 blind farmers resettled successfully in five different agricultural projects. In all, the scheme's blind farmers, like their sighted counterparts, are encouraged not only to grow maize for their food but also to grow cash crops such as cotton, tobacco and groundnuts.

Prior to resettling the blind people, they undergo a six months' training course in agriculture at a government vocational training centre for the blind.

(b) Weaving project

Not all disabled people can be absorbed into agricultural resettlement; age, physique and temperament may make it impossible. It is for this reason that the Projects Officer for the Royal Commonwealth Society for the Blind in Malawi initiated a pilot weaving project in October 1971, which has since been taken over by the Malawi Council for the Handicapped (RCSB relinquished its responsibilities in Malawi in April 1975).

The project utilises mostly material that can be obtained locally. Looms and spinning wheels are easy to construct and simple for a disabled person to operate. For spinning, cotton grown in Malawi is used, while dyeing of the yarn after it has been spun is done with the assistance of a local textile factory.

After a thorough evaluation of the pilot project, it was found to be economically viable. Malawi Council for the Handicapped then approached Christoffel Blindenmission in West Germany for funds to expand. The organisation seconded a weaving expert and made sufficient funds available for the building of a weaving centre which is now under construction.

When the new weaving centre comes into operation before the end of this year, 80 per cent of the staff will be disabled and will include blind, crippled, deaf and other types of handicaps. Different designs of carpets, table mats and ladies' bags are the products of this project.

The project is not intended as a sheltered workshop but as a commercial enterprise which will be self-supporting and profit-making so that it contributes to the economic growth of the country, while at the same time providing opportunity for the less fortunate members of society to earn their own living.

3. Services for special groups

(a) Occupational therapy programme

Most of the convalescent patients participate in the occupational therapy activities at the mental hospital situated in Zomba. The emphasis is on agriculture although some do carpentry work, basket making and weaving of carpets. Some are involved in maintenance work, distribution of food, laundry and clerical work.

(b) Education for the deaf

Since 1968, Malawi has had its own programme for the deaf at Montfort Teacher Training College near Limbe. The programme includes training teachers of the deaf, a school for deaf children and an audiology testing centre for all patients with hearing problems.

4. Co-ordination of services

The need for a co-ordinated service for the disabled was recognised by the Government of Malawi, hence the establishment of the Malawi Council for the Handicapped as a statutory body, to act as an agent of the Government in promoting the welfare of the handicapped. The Council's functions include:

(i) advising the Government in all matters affecting the welfare, education, training and employment of the handicapped and in regard to all matters relating to the prevention of any type of handicap;

(ii) promoting public interest in the welfare and care of the handicapped;

(iii) administering vocational and rehabilitation services for the handicapped;

(iv) raising and receiving funds and donations which it may apply for the welfare of the handicapped.

5. Staff training

Training of staff is mainly on the job but whenever chances occur, staff also attend seminars and workshops within or outside the country.

6. Problems related to management of rehabilitation centres

The problems related to management of rehabilitation centres are mainly:

(i) lack of adequate and professionally trained local staff to manage rehabilitation centres;

(ii) inadequacy of financial resources to develop and run rehabilitation.

7. Future plans

The Council appreciates that the need for rehabilitation services is tremendous. It is realised, however, that for a country which is predominantly agricultural, such as Malawi, the major rehabilitation outlet for the disabled people must also be agricultural. Agricultural training would equip disabled people to take their place in the rural way of life to which about 98 per cent of Malawian population live and to which most of them are accustomed. Plans for new projects are therefore being developed on these lines but they can only be materialised, however, if funds are available.

8. North Central State of Nigeria - Vocational Rehabilitation Programme

by

Mr. D. Aduak

Introduction

According to the 1971 beggars and disabled census figures, the North Central State of Nigeria had a grand total of 137,309 beggars and disabled people. The census figures served as an indicator of rehabilitation problems and the need for a serious rehabilitation programme in the State. Begging for alms has remained one of the most serious social problems in the North Central State and many parts of the Federation of Nigeria. The North Central State has already taken definite steps forward towards banning begging and providing shelter and training for the disabled and infirm people in the State.

Two rehabilitation centres are already being built in two major towns in the North Central State at Kaduna and Zaria. It is expected that each of the centres will accommodate about 500 persons. In future the service will be extended to all the 14 administrative divisional headquarters of the State. Already the North Central State Ministry of Social Development has established a rehabilitation unit which will supervise and deal with all matters connected with the rehabilitation programme. Site plans, drawings and materials connected with the proposed rehabilitation centres will be brought by me to the course in Addis Ababa.

Existing vocational rehabilitation services for the physically and mentally disabled in the North Central State are:

Name and type of centre	Services provided
(a) Sheltered Workshop for the Blind, Kaduna	The centre caters for army and civilian people. Most of the instructors are skilled-sighted and blind civilians.
(b) Sheltered Workshop for the Blind, Zaria	Caters for 30 blind trainees in various crafts, like rope making, rope carpet weaving, door mats, car floor mats, etc.
(c) Sheltered Workshop for the Blind, Katsina	Caters for 40 blind trainees in various crafts like mattress making, rope making, rope carpet weaving and car floor mats, etc.
(d) Leprosarium Majeru, Zaria	The leprosarium is a treatment as well as a rehabilitation centre for lepers. They are engaged in agriculture and other vocational training while they are in the centre for treatment. Assessment and guidance is given to them during treatment and training in the centre.
(e) Leprosarium at Babban Ruga Katsina	It is a residential treatment and rehabilitation centre for leprosy patients. In this centre as is the case with the Majeru centre in Zaria, physiotherapy and vocational guidance is given to the leprosy patients.

In Nigeria most employers have prejudice against the employment of handicapped persons. In fact few employers are prepared to employ handicapped persons in their industry no matter how skilled they may be. Already plans are on the way to educate employers. The rehabilitation unit in the North Central State intends to put pressure on the Government to legislate for the employment of skilled handicapped people. In our plans for the two new rehabilitation centres in Zaria and Kaduna, we intend to make the rehabilitees self-employed as much as possible.

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Services for special groups of people

Types of groups	Training and services provided
(a) The blind and the partially blind	They are taught rope carpet weaving, mattress making, rope making, tailoring, making of cane baskets and baby cots.
(b) Crippled and the lame, etc.	Cripples, the lame and amputees will be taught sewing local caps and straw hats, leather work and embroidery of native garments. It is hoped that textile factories will offer jobs suitable to their physical conditions. Some of them will be engaged in woodwork like carving, while others will be in pottery, etc.
(c) Deaf and mute	Not much is being done for the deaf and mute in the North Central State. There are two schools for deaf in Ibadan Western State and in Lagos. From time to time cases in need of attention and placement are referred to these schools for training.
(d) Mentally handicapped or subnormal children	There is a home for children in this category in Zaria called the Torrey Home. It was started by Miss Torrey, an American lady with the assistance of the former Northern Nigerian Government. It is now being run by the Torrey Home Society of Northern State with grants from the Government.
(e) Kakuri Mental Infirmary, Kaduna	The Kakuri Mental Infirmary is being run by the Ministry of Health, North Central State, for the treatment and rehabilitation of mental cases and drug addicts.
(f) Psychiatric Hospital, Kaduna	It is the only psychiatric hospital in the North Central State catering for acute mental patients. It is run by the Ahmadu Bello University Teaching Hospital.
(g) Lunatic Asylum, Katsina	It is run by Katsina Local Authority, for mild and serious mental patients awaiting treatment and custody respectively.

Co-ordination

The co-ordination of rehabilitation services in the North Central State is assisted by the ministry responsible for social welfare. The Ministries of Health and Education provide complementary services to the handicapped and their children. Voluntary agencies such as Muslim or Christian organisations, missionaries, the Red Cross Society of Nigeria, the Boy Scout Association of Nigeria and the Northern Nigeria Society for the Blind, have been offering services and their contributions have been very valuable. The relationship between these organisations and agencies has been very cordial.

The proposals and plan for new rehabilitation centres in the North Central State, which are well on the way to being effected, invite the full involvement of all sections of the communities in the rehabilitation programme. The State Rehabilitation Service is being established under an 18-man committee drawn from all parts of the State and from all walks of life to give a good representation of opinion and interests.

Staff training

The staff training for the existing rehabilitation services in the North Central State of Nigeria, and indeed with other parts of Nigeria, is given both locally and overseas. The training varies from non-professional to professional levels. In view of the statistics quoted at the beginning of the essay, there is a need for advanced training facilities at the local level to cope with the problems. The Kaduna Polytechnic has direction towards this, and it is hoped that it would not be long before a rehabilitation training department is opened in the Polytechnic.

Unresolved problems related to management

There is an acute shortage of trained personnel for the rehabilitation centres and sheltered workshop in the North Central State. This situation calls for more training facilities at local level and overseas. To my mind, the main objective behind vocational training in a rehabilitation centre, is that of providing the individual a means of livelihood outside the centre. The resettlement and integration of the individual into normal life of the community of his choice becomes the responsibility of the Government through the agency responsible for social welfare. The Government should explore job possibilities by all means to provide the graduates of our proposed rehabilitation centres, jobs with various organisations. If need be, a law should be passed to enforce the acceptance of trained handicapped people into the job markets. The Labour Office could be of great assistance in this respect.

After-care officers should be employed to take charge of the employment and resettlement of the graduates into industries, government and local government authorities services. They should be responsible for the resettlement of graduates into the communities of their choice. The public on their part should be educated against prejudices and superstitions of handicapped people. The after-care officers could as well take care of placement and sales of whatever products the students have produced in the centre.

Plans for the future

The North Central State Government of Nigeria plans to set up rehabilitation centres and sheltered workshops at strategic places all over the State. It is also intended that, as soon as the Zaria and Kaduna centres start functioning, street begging will be prohibited forthwith. More staff to cope with the rehabilitation services will be trained.

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Statistical data of the beggars [illegible]

[illegible]

Admin. area	Sex		Ages			[illegible]			[illegible]		[illegible]										[illegible]	
	Male	Female	0-1[illegible]	[illegible]	[illegible]	[illegible]	Private	Others	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	Crip-ples	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Birnin Gwari	1 922	1 480	56[illegible]	1 816	[illegible]	71[illegible]	1 014	[illegible]	[illegible]	[illegible]	[illegible]	1 866	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	11[illegible]	[illegible]	3 40[illegible]
Zaria	11 850	4 551	6 045	7 711	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	114	[illegible]	[illegible]	11 [illegible]	4 34[illegible]
Saminaka	1 506	1 502	91[illegible]	1 107	[illegible]	[illegible]	1 13[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Jema'a	3 115	2 843	1 456	[illegible]	[illegible]	1 431	[illegible]	1 645	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1 337	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]tun	6 980	5 700	[illegible]	4 915	[illegible]	[illegible]	[illegible]	480	[illegible]	[illegible]	[illegible]	4 [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	4 990	[illegible]	4 3[illegible]1
Kaduna	26 708	14 800	10 276	21 205	10 077	14 [illegible]	[illegible]	[illegible]	20 116	[illegible]	21 [illegible]	20 444	[illegible]	[illegible]	6 051	[illegible]	[illegible]	[illegible]	10	21 010	[illegible]
Daura	5 471	4 054	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]0[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	0	[illegible]	[illegible]	740	[illegible]	[illegible]	[illegible]	4 11[illegible]
Katsina	11 571	21 [illegible]	[illegible]	20 306	[illegible]	[illegible]	6 73[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Dutsinma	5 162	3 [illegible]26	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible] 430	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Kachia	2 745	1 [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	0

Grand total for the State: [illegible]

9. The Programme of Rehabilitation of the Disabled in Rwanda

by

Mr. J. Hategekimana

At the present time, there are in Rwanda:

- one centre which looks after the physically handicapped (GATAGARA);
- two co-operatives for the physically disabled (MERA and SOCORWA);
- one rehabilitation centre for the young deaf and dumb;
- one psychiatric centre (NDERA CARAES);
- one service for lepers (AMIS DU PERE DAMIEN).

HVP GATAGARA

The centre of GATAGARA was established in 1960 on the initiative of Reverend Father Joseph Fraipont-Ndagijimana. He is a Belgian, but recently was given Rwandan citizenship. The aim of the centre is twofold: to rehabilitate the physically handicapped and to reintegrate them into society.

A. Rehabilitation section

(a) Medical care

The medical section is run by one physician who looks after the health of the young and the personnel of GATAGARA. She is a European and volunteer working for the handicapped.

Three physiotherapists are in charge of physical re-education. Each physiotherapist works with an assistant physiotherapist. Two of the physiotherapists are European and work on a contract basis. The contract lasts two years but is renewable. The third is a national who was trained in Belgium. All the assistant physiotherapists are handicapped and were treated at the centre.

A graduate nurse who is handicapped herself assists the physician. Persons accepted for rehabilitation are those who show signs that they can be helped i.e., persons who have lost their lower limbs and who can wear a prosthesis, those who are born club-footed, plus other cases who present a problem of fitting.

We help those who are not accepted outside the centre by giving them advice. Those who have been treated at GATAGARA centre come back regularly to have their fitting replaced or repaired.

(b) Orthopaedic workshop

The orthopaedist and his workers make and repair the fittings and walking aids for the handicapped. It is the only orthopaedic workshop in the country. The material is imported from Europe but one kind of leather is bought from the local market. The orthopaedist is a European working with 12 workers, all handicapped.

N.B. The physician, the physiotherapists and the orthopaedist work in close collaboration in the rehabilitation of the physically handicapped.

(c) Boarding

The children between 4 and 13 years accepted for rehabilitation stay at the centre. They live in pavilions in groups of the same age and sex. Those who are young live together, both boys and girls. A group of some 15 children live in the same pavilion. The youngest live in the nursery for 40 children. There are two instructors for every pavilion. The instructors are mostly handicapped. More than 1,200 handicapped have been treated at Gatagara centre, 838 of whom were boarders.

(d) Education

During their stay at the centre, the handicapped follow their primary school at the centre itself. The school programme is the same as the one followed in government schools. There is a complete primary school of six years. Six qualified teachers teach at the school. They are paid by the government.

The handicapped who have finished their treatment go back to their homes. Those who cannot continue their education due to long distance or family problems stay at the centre. Those who are not kept at the centre are grouped in outside teams of 15 to 20. This is organised by the centre. The communities are spread all over the country. These are established as near as possible to the schools in order to avoid travel fatigue. Fellow handicapped girls head the communities. Most of the time they are under the patronage of priests or sisters of the area. At the moment there are eight teams. The personnel from the medical, orthopaedic and social section visit them every two months in order to supervise them and check their fittings.

(e) Social section

For the moment, the social section stresses the side of the family and the profession of the handicapped. They visit families of the handicapped to see the situation in the family, the geographical situation as well as the religious milieu. They also follow school activities of the handicapped who attend school from their homes and help them when necessary to find a job after spending a relatively long period with their families.

Having realised the importance of this department, the management decided to divide the centre into: the social section which remains at GATAGARA to take care of the handicapped who are less than 18 years old; and the reintegration section which will look after the handicapped who are above 18 years of age. Its headquarters will be in the capital, Kigali, and planning is under way.

(f) Workshops (see also annex)

At GATAGARA workshops have a double role: to make money for itself and to offer sound training in the shortest time possible to the handicapped. At present, the centre has the following workshops:

- a garage which employs 8 workers including 2 handicapped;
- a carpentry shop which employs 11 workers including 5 handicapped;
- iron work, welding and smithing which employs 4 handicapped;
- orhopaedics which employs 14 workers including 12 handicapped;
- the pre-cooperative for girls (embroidery and basket making) employs 13 handicapped;
- orthopaedic.

Each workshop has its own budget and an account at the main centre. They help to meet the needs of the house but also do work for outsiders so that funds are available for GATAGARA.

B. Department for reintegration

The department will help the handicapped of 18 years or more to fit them into society by helping whenever necessary in finding them a job. The organisation and installation of that service is under way. In this field of reintegration, GATAGARA has made great progress:

- 30 handicapped were in secondary schools and higher institutions in the academic year 1974-75;
- other services in GATAGARA allow more than 60 handicapped to work;

- two industrial co-operatives MERA (Manufacture Electronique et Mecanique du Rwanda) and SOCORWA (Société de Confection Rwandaise) employ more than 120 handicapped persons;

- more than 45 handicapped have succeeded in forming families. Other projects are being planned for new undertakings and workshops for the handicapped.

Other information

Personnel

At the end of the academic year 1974-75, the centre of GATAGARA employed 190 people, 180 of them paid by GATAGARA. These include the skilled personnel heads of different services and workers. Of the personnel 96 members (or 53 per cent) are handicapped. The primary school teachers, a nurse and one of the physiotherapists are paid by the Rwanda Government.

Sources of finance

GATAGARA receives money from:

- allowances paid by the handicapped who lodge at the centre. The contribution is very small;

- money earned by workshops;

- grants from outside (the aid can be in different forms, in money or in the form of food, plaster, medicine, clothing, blankets etc.):

  (a) subsidies of the Rwanda and Belgian Governments;

  (b) various organisations;

  (c) companies;

  (d) private people;

  (e) committees of the friends of GATAGARA.

All funds are channelled through the accountancy department. The regular revenues of GATAGARA are not sufficient to meet all the expenses considering what has to be done in order to better the situation of the handicapped. That is why the centre is constantly appealing for funds to keep it running up to the end of the year.

Difficulties

(a) On the medical side

Taking into account the shortage of personnel and necessary equipment, GATAGARA cannot afford to accept handicapped persons other than those who fulfil the conditions mentioned earlier. It is unfortunate that we have to refuse many who do not fall in that category; for instance the sick, IMC, etc. (Débiles - Infirmes Moteurs Cérébraux). That is why GATAGARA wishes to have some other people take the initiative of caring for those who are not accepted at GATAGARA. In order to eradicate poliomyelitis in Rwanda, it is necessary to launch an intensive vaccination campaign not only within the frontiers of Rwanda but also on border areas of neighbouring countries. Such a campaign can only be done by an international organisation such as WHO.

(b) On the social side

The centre not only rehabilitates handicapped persons but also must care for their reintegration into society. But handicapped already rehabilitated at GATAGARA are already old. A job must be found for them in an area where even those who are not physically handicapped face unemployment. Solutions are not easy to find.

(c) Financial side

The centre of GATAGARA is not sure of a constant flow of funds. The fees given by parents and money earned from the sale of goods from the workshops are not enough to cover all the expenses necessary for the good running of the centre. Consequently it is necessary to seek aid. It would be more appropriate to have conventions with different organisations so that these may finance regularly the projects developed by the centre.

(d) Projects for the future

At the start, the centre of GATAGARA does not only wish to look after the polio-stricken people but also all the handicapped. In that framework it has established a centre for the deaf and dumb. The aim of GATAGARA is to establish a school for the blind, the creation of workshops for the seriously handicapped (sheltered workshops), more workshops for the apprentices, the implementation of new projects, etc. Extra-mural teams should be increased in order to allow many more handicapped who have been rehabilitated to continue their primary-school education. These teams will eventually form a mini-GATAGARA. The creation of a mobile orthopaedic team is under study. It will visit all parts of the country to make prosthetic or orthotic appliances for the sick in different hospitals of the country.

Relations between GATAGARA and the Rwanda Government

Since its foundation, GATAGARA has been aided by the Government and there has always reigned an atmosphere of understanding. This year a convention has been signed between the Rwanda Government and ASBL, HVP GATAGARA. That convention has given many advantages to the ASBL:

- training of physically handicapped and even non-handicapped personnel;
- exoneration from taxes (exemption from tax);
- recommendation to international organisations;
- stability of government personnel working at the centre;
- salaries of graduated personnel;
- moral and material support, etc.

A law governing special training has been submitted to the Government for ratification. It will be in the framework of that law that sheltered workshops of the handicapped will be placed.

The Church helps GATAGARA in different fields and in various ways.

Two co-operatives were started by HVP GATAGARA so as to reintegrate disabled persons into social life

I. MERA co-operative

MERA (Manufacture Electronique et Mécanique du Rwanda) Rwandan electronic and mechanical manufacture was born in 1965 at GATAGARA. The manpower was chiefly composed of the young disabled rehabilitated at GATAGARA. The head of the workshop was a Belgian electronics engineer. In the beginning, the CEDES (Corps Européen de Développement Economique et Social) lent MERA 350,000 Fr. R.

After two years of existence, MERA became a co-operative composed of thirteen disabled persons (from GATAGARA). Thanks to the Rwanda Government, MERA built its new workshop at Kigali the capital. At present, the MERA co-operative gives employment to 78 clerks and workers, 54 of whom are disabled. The co-operatives number 57, of whom 43 are disabled. The management is entrusted to a Rwandan manager who is an electrical engineer.

At first, MERA wanted to manufacture transistor wireless sets by importing parts from Europe. But unwarranted (it had no social capital) MERA could not obtain from suppliers or bankers the raw material or credit; some sources of finance were found from:

- a private group of Belgians;
- some Rwandan companies such as: the Rwanda Savings Bank, the Rwanda Development Bank and the Rwanda Commercial Bank.

Since MERA became a co-operative, the members have increased the capital by their contributions.

The problem which faces MERA is to find running expenses which permit it to buy enough raw material to have sufficient stock to operate regularly. Fortunately Canadian organisation is going to provide credits to MERA.

The production of MERA:

- in 1969	3 740	wireless	sets
- " 1970	3 028	"	"
- " 1971	4 700	"	"
- " 1972	4 421	"	"
- " 1973	7 500	"	"

It will be noticed that production has been fluctuating. This situation was due to a deficiency of stock.

In the beginning of 1975, the different assembly lines were reorganised and the laboratory equipment was improved. So MERA is now able to triple its production of wireless sets.

Its financial situation is improving and its main suppliers began to trust it. This has favourably affected the production.

Up to this day, MERA has sold its produce on the Rwandan market. As production is increasing, passing from 7,500 to 25,000 wireless sets a month, MERA will export its produce to the markets of neighbouring countries, chiefly eastern Zaire and Burundi. A UNIDO expert made a market study for MERA in 1973 and that study was very promising.

The following are the activities of MERA:

- the manufacture of wireless sets;
- a repair service at a cheap price;
- manufacture of amplifiers, speakers, records, interphones, charges of accumulators,etc. This has been done since 1968;
- in 1970, MERA also began to manufacture bicycles and motorcycles; an average of 250 bicycles and 300 motorcycles have been sold since 1971. These are export possibilities.

The social activities of MERA:

MERA, ever anxious to facilitate the social life of its workers, has decided on the following:

- a canteen has been opened for the workers with meals at reduced prices;
- the infirmary has been improved;

- in collaboration with HVP GATAGARA and SOCORWA, MERA hopes to have a recreation hall, cinema, theatre, canteen, infirmary and a library.
- the HVP GATAGARA will build 36 houses, one of which can accommodate three persons or one married couple. This project is to accommodate the disabled persons working in MERA and SOCORWA co-operatives.

II. SOCORWA co-operative

SOCORWA (Société de Confection Rwandaise) is a dressmaking establishment which has been created in 1970. Its activities are chiefly based on the industrial manufacture of shirts. Initially, the workshop worked in the juridical framework of HVP GATAGARA. Since 1973 it became an autonomous co-operative. However, it always works in premises furnished by GATAGARA while expecting to install itself definitely in its new workshop which is nearing completion in Kigali.

The aim of SOCORWA is to realise, through common effort, the reintegration into active social and economic life those disabled leaving GATAGARA.

It is the reason why the workers of SOCARWA simultaneously receive a technical and social education. The management of the workshop tries to maintain the social and human evolution in parallel with technical evolution in the spirit of a real co-operative.

Technical education

The workers learn different types of work and become accustomed to the use of electric sewing machines. They are initiated into the cutting; they receive mechanical elementary courses adapted to the sewing machine; they acquire the knowledge of different parts constituting a shirt, shorts etc. The workshop has a cutter and a mechanic who can repair a sewing machine. Since 1971 a section for apprentices has operated. An instructor teaches them dress making. This system of education is very efficacious. Two workers went to Belgium at the end of September for theoretical and practical training.

Social education

Since its inception the management of SOCORWA workshop has opted for participation of the workers in the development and orientation of the enterprise. But the difficulty is that the workers do not have sufficient education. They have only finished the primary school. Evening classes were organised but the workers did not attend them because they did not understand their importance. The fact that they have to make a long journey after work contributed to their lack of response.

The management of SOCORWA has a system of favourising the workers' social education. The following measures have been taken:

- the creation of a management committee. Every final decision is taken following debate in the committee. This is meant to educate those persons who directly partake in the management and organisation of the enterprise;
- the creation of a mutual fund. This fund is managed by the workers' committee. The aim of this fund is to lend money ~~to~~ those workers who need it for valid reasons. This operation has developed in the enterprise, a sense of saving and fellowship;
- the organisation of the training courses with the help of the Government so as to explain the law governing co-operatives, the vital principle of a co-operative etc.

The social education seems slower than the technical education.

The SOCORWA workshop became a self-reliant co-operative after three years of working. This transition has not been realised abruptly but the preparation was done on the human and financial aspects: abilities and wishes of each one have been taken into consideration; the workers saved monthly one-tenth of their wages so as to constitute a social property. It is a sacrifice on the part of each worker because the wage is very small. The initial property is 500,000 Fr. divided into 1,000 portions of 500 Fr. each.

The results

The SOCORWA provides employment for 50 Rwandans, 48 of whom are disabled. Most of the workers have received on-the-job training.

(a) Production: since 1970 the average monthly production has been around 1,500 pieces. The variations in proportion with the average are explained by:

- the periods of public or unforeseen holidays (lack of fuel);
- the difficulties of supply in raw material;
- the will of the management not to omit the social aspect within the workshop. In fact, the workers must participate in the development of the institution instead of being mere spectators.

(b) The sales: as in all poor countries, the source of income is chiefly from agriculture. Then the sales increase greatly after harvests.

(c) The turnover: the average cost by article is:

	Fr. piecemeal
- in 1970	138.5
- in 1971	187
- in 1972	192
- in 1973	262

The SOCORWA prices are lower than prices of identical imported articles. For instance, a classical shirt costs 400 Fr., a similar imported shirt costs between 600 and 800 Fr.

(d) Variety of articles: at first, SOCORWA wanted to produce shirts. Later on the workshop wanted to satisfy local demand, for instance working clothes, sheets, curtains, official uniforms etc. That diversity had two aims:

- to allow the workshop not to limit itself solely to the manufacture of shirts but also to start making other types of clothing;
- to show to consumers the varieties that SOCORWA can offer in order to gain their confidence.

Sources of funds

- Belgium helped SOCORWA initially first by paying the salaries of two Belgian technicians, by giving necessary funds to buy sewing machines as well as building the new workshop in Kigali.
- The HVP GATAGARA lent SOCORWA the premises. The manpower consists mostly of the disabled who leave GATAGARA.
- Mr. Vercuyee of Belgium gave cloth, sewing machines etc.
- As SOCORWA is a co-operative, the monthly contribution of the members constitutes a worthwhile source of funding for the co-operative.

Nevertheless, the co-operative is not yet able to stand on its own feet. It must depend on foreign assistance.

The present manager of SOCORWA is a European. There is no competent disabled at the moment to take over his place. They may have to engage a non-disabled person as MERA has done.

Common problems to MERA and SOCORWA co-operatives

The managers of those two workshops which chiefly provide employment to disabled who have been rehabilitated at GATAGARA are convinced that these types of co-operative offer the best form of training and employment for the disabled. But production must increase. Unfortunately the disabled working at present in the MERA and SOCORWA workshops have a very low standard of education (six years of primary school). Thus, they are unable to participate effectively and actively in the sometimes different work which is required in such undertakings as SOCORWA and MERA.

The physical handicap itself is not the stumbling block because the working station is disposed so as to respond to individual handicaps.

But the psychology of the disabled person, due to his inferiority complex, can slow down the productivity.

The disabled who were educated in GATAGARA have lived in a fictitious world in which they were protected. According to managers, the disabled did not accustom themselves to assume responsibilities.

The managers maintain that there is a cold conflict between the disabled and non-disabled. This stems from the fact that the disabled are convinced that the co-operative belongs to them and that they must therefore assume the main responsibilities.

It seems the workers have not yet realised the real meaning of the co-operative.

III. Rehabilitation centre for the young deaf and dumb

It was Reverend Father Fraipont, the founder of HVP GATAGARA who launched the project of rehabilitating the young deaf and dumb in Rwanda in 1967. At that time there were two teachers who looked after 12 young deaf and dumb. They were using premises loaned to them by GATAGARA. At present 13 students have completed their training at the rehabilitation centre and 30 more are now following the courses in the new premises at Butare in the south.

The objective of the centre is to teach them how to express themselves. During their training they acquire an intellectual training through the general studies which they follow at the centre. The centre aims at the same time at reintegrating them in society. Eight deaf and dumb are already apprentices (two in MERA, two in SOCORWA, one at the carpentry shop of GATAGARA). The other four rejoined their respective families.

The staff of the centre is composed of an administrator, a director of pedagogics (who is at the same time a teacher) and two other teachers. Two teachers followed their courses in the centres for the deaf and dumb, one in Brussels and the other in Montreal.

The deaf and dumb lodge at the rehabilitation centre under the supervision of three physically disabled women. The latter have been trained at GATAGARA rehabilitation centre.

The money to finance the running of the centre comes from the allowance of 1,000 Rwandan francs paid by each pupil at the beginning of the year and the aid of more than 1 million Rwandan francs provided by the Brothers of St. Gabriel of the Province of Champlain, Quebec, Canada. These Brothers are the ones who took charge of the centre.

The Government helps the centre in various ways: government school inspectors supervise the studies given at the centre and two teachers of the centre are paid by the Government. An official request has been submitted to the Government to recognise the rehabilitation centre for the deaf and dumb as an ASBL.

The rehabilitation centre of GATAGARA also helps this centre as much as possible. The centre for the young deaf and dumb intends to put up similar centres in other parts of the country. There are of course the difficulties of obtaining specialised instructors and finding enough funds to run these centres.

IV. Service for lepers: APD (Amis du Père Damien)

In Rwanda, 5,000 cases of leprosy have been registered but to be nearer the truth, one has to double this number. The patients are cared for by the Friends of Father Damien (Amis du Père Damien).

In our country there are three main posts. One run by Father Terwangne and serving two prefectures in the centre "Kigali and Gitarama" and three prefectures in the west "Gisenyi, Cyangugu, Kubuye". Another is in Butare in the south and serves the prefectures in Butare and Gikongoro. A third is in the north and serves the prefectures of Ruhengeli and Byumba and also Kibungo in the east.

It is a mobile service in all these places. The patients wait in predetermined places near their homes. Of the 700 patients treated, half the number have been cured. There are, however, cases where the disease recurs especially at the age of puberty and menopause for women.

The patients treated for leprosy are also treated for skin diseases as a preventive measure, as well as for other diseases. There exists in Nyundo-Gisenyi (north west) a small hospital to treat the muscles which shrank due to recurrent leprosy.

There are three types of leprosy:

(a) (lepromateuse) leprosy whose microbes are found in the blood. It is this type of leprosy which is contagious;

(b) demorphous leprosy;

(c) tuberculosis leprosy whose microbes attack nerves. This type of leprosy is neither contagious nor does it recur.

The staff is composed of eight people; five nationals and three expatriates. Three of the five nationals who work here were trained on the job; the other two studied social sciences. Three others who are Europeans were trained in dermatology. The APD adopts the principle of having an equal number between nationals and expatriates, if not a greater number of nationals. The medical care does not consist only in curing but also in detecting leprosy. The members of the staff go to the homes of the lepers to advise them to pay attention to fire because lepers lack sensitivity. For the moment, the Friends of Father Damien do not have difficulties and have no formulated projects. The Rwanda Government supports them. The treatment is free and all the expenses are met by the APD in Belgium.

V. NDERA psychiatric centre (CARAES)

The centre was opened in 1972 near Kigali (capital) by Charity Brothers (Frères de la Charité) at the request of Rwanda Government. It is the only one in a country which has a population of 4.5 million. It has a maximum intake capacity of 120 patients. Some of the patients come from their homes, others are given beds at the centre.

Requirements for admission

The patient must be a Rwandan, having a medical certificate delivered by the nearest hospital or dispensary and a certificate from the local chief (Bourgmestre) and bearing the signature of a member of the family (this is done to ensure the return of the patient to the family). For foreigners, there must be an agreement with their respective embassies.

Running and finance

The Brothers of Charity built and equipped the centre. They also contribute to the training of nationals in the field of psychiatry. They also provide 1 1/2 million Belgian francs annually for the running of the centre. The Rwanda Government pays for upkeep of the patients (food, clothing, bedding, medicine, water and electricity). It provides lodging and means of transport to the personnel. It pays the staff and workers of the centre. The contribution of the patients is very small and social diseases are treated free.

Number of patients

Year: 1974	Men	Women
651 new cases	419	232
868 old cases (these were seen by the doctor)		
437 who were admitted	259	178
110 cases (those who fell sick again)		
483 whose condition improved	309	174
6 died	2	4
4 escapees	2	2

In the past, the patients first spent a long time in prison without receiving any treatment. Now they go directly to the centre and those who remain in prison receive adequate medical care.

Medical care

The centre provides medical care to those patients who have serious mental troubles. Those who are restored can regain their homes and return to the centre for treatment if necessary. For the serious cases, the patients spend on average between one-and-a-half to two months at the centre. The treatment is free.

Personnel

The skilled personnel include one psychiatrist (a Rwandan) and four psychiatrist nurses (foreigners). The rest of the personnel (Rwandans) received a general medical education. They undertake refresher courses while they work. For an extensive programme, an on-the-job training in Rwanda and abroad should be envisaged. The same thing is done for the assistants.

(a) Difficulties

Post-cure service is deficient. Unfavourable geographical conditions and long distances prevent patients from coming back regularly to the centre for treatment. This is very often the cause of another mental breakdown and this is a real waste of money and medicine. The most immediate solution should be decentralisation of the service so that it can reach populations in the distant corners of the country. Two psychiatric dispensaries should be set up at Butare in the south and Ruhengeli in the north.

(b) Social and vocational reintegration

In our country, mentally sick persons are accepted in the social milieu. Unfortunately the incurable patients cannot be integrated in the social milieu. They remain in the care of government and up to now such cases are treated in Kigali. There is a special prison for the mentally sick. For the mentally sick having no families, the centre has bought a plot where they live. However the plot should be enlarged and the lodging as well as the equipment improved. In our country which is not yet industrialised, where there are many unemployed even among healthy persons, it is difficult for the mentally restored to obtain employment or even to get back their former jobs. This often results in another mental breakdown, banditism, delinquency etc.

Plans

The centre has a plan for creating many workshops for mentally disturbed persons (carpentry, semi-professional activities etc.).

Annex

WORKSHOPS

There are two methods of training disabled persons:

1. In a training workshop.
2. Through a section of apprenticeship.

At GATAGARA you can find both these means.

1. A training workshop for disabled girls

At the moment there are 13 handicapped boarders. Two teachers teach them for nine months in such subjects as basket-making and sewing. After their training some of them work in the pre-cooperative for girls from GATAGARA. The others return home and work for themselves. The disabled girls who go back home meet the following difficulties:

- they do not easily find the raw materials such as tissue, fibres, wool, etc;
- they have no tools such as a sewing machine;
- they do not find buyers.

2. The pre-cooperatives for girls

It is a workshop for girls which employs 13 handicapped. They undertake embroidery, basket-making and knitting pullovers. Their production is chiefly bought by foreigners as souvenirs. The handicapped girls who are working in that workshop have been trained in the training workshop for disabled girls. We do not know yet whether that workshop will become a true co-operative.

3. The orthopaedic workshop

The orthopaedic workshop employs 14 workers including 12 handicapped, 4 of whom are apprentices. The orthopaedic workshop makes:

- prostheses;
- fittings and crutches for disabled persons;
- orthopaedic shoes.

Every Wednesday two or three orthopaedic workers with the medical and social section go to visit one of the eight teams spread all over the country in order to supervise them and check their fittings.

4. The carpentry shop

The carpentry employs 11 workers including 5 handicapped. There are at the moment 3 handicapped apprentices. A teacher teaches them woodwork on the job. The apprenticeship lasts two years. During their apprenticeship the apprentices from GATAGARA receive 300 Rwanda francs (US$1 = 93 francs), lodging and food.

The carpentry shop at GATAGARA produces to order: timber, furniture, beehives, doors, windows, etc. It works for GATAGARA and for outside customers.

5. The garage

The workers must repair and check the ten vehicles of GATAGARA and one electricity generator. When they have time they do subcontract work. The garage employs eight workers including two handicapped. The GATAGARA management wants to increase the number of workers so as to be able to accept work from private customers on a regular basis.

6. Iron-work, welding, smithery

These trades employ four handicapped in the same location. They make: iron beds, iron windows, gates, spears, iron statues, etc.

The difficulties experienced by the workshops

GATAGARA maintains that all workshops should be autonomous and train the handicapped at the same time. The first difficulty is to find running expenses which permit them to buy enough raw materials. The second difficulty is to produce more and at the same time train the apprentices who do not produce anything. The best solution is to give a workshop allowance for each apprentice.

If the law governing special training is ratified, the Government should give the necessary subsidies.

The workshop projects of GATAGARA

Up to the present GATAGARA has launched chiefly the workshops for handicapped boys. It also intends to provide more workshops for handicapped girls (biscuit-making, dressmaking, etc.).

The seriously handicapped cannot work in the workshops without slowing down the production. That is the reason why GATAGARA wishes to establish sheltered workshops.

10. Vocational Rehabilitation in Sierra Leone

by

Mr. E.E.F. Williams

I. Extent of the problems of disability

The extent of the problems of disability all over the country cannot accurately be estimated. There are those in distant areas such as "Fakais" or small villages, where roads are inaccessible, and hundreds of them have found themselves in undesirable situations, mainly or wholly depending on their families friends and missionary workers for their daily needs. They are closely tied up in their areas and cannot easily be persuaded to move to centres where they cannot be sure they will have better assistance. Apart from this group, there are those who are pupils of institutions, such as the Milton Margai School for the Blind and the School for the Deaf; the Occupational Therapy Centre for the Mentally Retarded and Ill; the Cheshire Home for Deformed Children, and the Massanga Leprosarium. The total figures in this group are not available, but the Cheshire Home and the blind and the deaf schools alone account for about 100 inmates.

II. Existing vocational rehabilitation services for the physically and mentally disabled, in general (i.e., vocational assessment guidance, training, employment and sheltered workshops)

The existing vocational rehabilitation services for the physically and mentally disabled are in their initial stages and need finance and trained personnel for expansion. There is a section in the Ministry of Social Welfare called "Community Development" headed by a blind officer who, I understand, is a graduate of the Fourah Bay College, University College of Sierra Leone, and who was further trained in the United States of America in vocational rehabilitation services. This young man, Mr. Frederick Kamara, has been doing a tremendously good job. He visits the blind and deaf schools and gives advice and guidance to inmates of these institutions. There is a farm craft centre for blind adults in one of the provincial towns, i.e., Kenema, where the inmates are taught farm craft for about three years. However, it seems that there is no provision for placement in jobs at the end of their term of training. At the end of this period, they return to their home towns and villages to set up work on their own. I understand that there is a plan for the establishment of a brush factory for the blind, but the questions of finance and trained personnel appear to be a problem.

III. Services for special groups (e.g., the blind, deaf, mentally retarded, leprosy patients, etc.)

The blind and deaf schools and the Cheshire Home for Deformed Children provide academic education for their inmates. It is unfortunate that, on leaving school, there is no provision for training to fit them into the world of work. Efforts are usually made to place them in employment, but without proper training, employers normally do not readily accept them. Thus, many cases end up in frustration because, having spent time in receiving an academic education, they are left unemployed. There is an occupational therapy centre at Kissy Mental Home in the greater Freetown area where the inmates are sometimes engaged in furniture work. At the Massanga Leprosarium inmates with plastic fingers are engaged in woodwork, producing chairs, tables and other types of furniture.

IV. Co-ordination of these services with education, health, social and community services

The Ministry of Education gives advice and assistance to the blind and deaf schools. At the Massanga Leprosarium and the Occupational Therapy Centre at Kissy, the Ministry of Health examines the health of these groups of men and women and, when necessary, gives appropriate treatment.

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V. Staff training

It would seem that proper attention is not being paid to the training of rehabilitation personnel. Mr. Frederick Kamara, whose name I mentioned earlier on, is the only properly trained specialist. Perhaps more attention should be immediately given to the question of staff training.

VI. Unresolved problems - particularly those related to management of rehabilitation centres and sheltered workshops

The problems here are lack of sufficient finance and properly trained personnel; such problems are referred to the Government and organisations, such as the Royal Commonwealth Society for the Blind and the ILO. Also personal appeals are made to the general public, especially in the case of finance.

Authorities are most grateful for the assistance they sometimes receive from these sources.

VII. Plans for the future

The following suggestions were made for consideration:

(a) to organise vocational guidance, psychological and vocational aptitude testing, vocational training and job placement as well as follow-up services;

(b) to establish relations and close co-operation with schools and organisations for the handicapped;

(c) to work in close co-ordination and collaboration with the Ministries of Education and Labour on matters pertaining to the education, training and employment of the handicapped;

(d) to organise a resettlement programme of rehabilitation, such as the one for the trainees at the farm craft centre for blind adults in Kenema;

(e) to plan, organise and develop a co-ordinated vocational programme for the blind and the physically handicapped;

(f) to organise a nation-wide registration scheme with the kind co-operation of all provincial social development officers, district officers, medical officers, tribal authorities and all other authorities concerned for all categories of handicapped persons;

(g) to establish, if and when deemed necessary, a national co-ordinating council for rehabilitation services;

(h) to organise a public education programme and institute for training for rehabilitation;

(i) to persuade the Government to pass or legislate laws that should help in promoting the welfare, rehabilitation and employment of the handicapped.

11. Vocational Rehabilitation Services in Somalia

by

Mr. M.H. Balayah

Introduction

Allow me in this paper to emphasise the fact that the workers, who are human beings above all things else, represent the major factor in the production process. A programme to provide them with the various goods and services they require demands the active and effective co-operation of all our organisations and member States.

The developing countries are forced to accept persisting underdevelopment despite their vast national efforts. However, the people of the Somali Democratic Republic firmly support the policy designed to improve the conditions of work and to enforce productivity, social progress and economic advances. This attitude, which is and always will be the chief concern of our revolutionary Government, has enabled us to do a great deal despite the difficult present economic circumstances.

These circumstances include drought throughout the country, and the need for waging our illiteracy campaign. As regards the effect of drought on our national economy, I would point out, first, that all water sources have dried up and all underground springs as well; secondly, a great many head of cattle and wild animals have perished; thirdly, crops have been destroyed and there has been a disastrous drop in the production of agricultural goods; fourthly, there has been a very serious falling off in exports with all that that means for the balance of payments, and there was also a reduction in the citizens' purchasing power; fifthly, many Somalis have been obliged by drought to abandon the countryside and have drifted into refugee camps and into towns. The number of persons affected by drought and receiving assistance from the Government are something like 250,000 including disabled and non-disabled, and the measures taken by the Government in this field included a programme of vocational training to enable those affected by drought to settle in other areas to take on occupations other than that of shepherding cattle.

The vocational training programmes financed by domestic funds will be implemented next September. It will include training and retraining of about 125,000 persons in various agricultural occupations and 125,000 persons working in the fishing industry. This means that employment has to be found for 250,000 workers affected by the conditions of drought. At the same time, projects concerning cattle-raising, plantation and fishing are under way. Disabled persons await the completion of the proposed vocational rehabilitation centre where they will receive general care and a basic education.

Our Government has been successful with one of the major objectives of the Revolution; by this I mean the illiteracy campaign, which is part of the development of agricultural areas in Somalia. This campaign is now in its second phase; during the first phase, between October 1972 and March 1973, some 500,000 people, mainly in the towns, were offered a new and democratic education which is designed to offer equal opportunities to all Somalis. Altogether about 1.25 million citizens are being taught to read and write.

Another step was the decision of the Government of Somalia to declare formally equality between disabled and non-disabled people. Previously, the support of the disabled rested either upon their families, or the individuals were forced into begging. During recent years, however, the Government stressed that also disabled persons have an important part to play in the development of our country.

In the colonial era some disabled students could attend small schools, often only to learn how to make shoes. A large number of the mentally retarded, deaf, blind and lepers had no teachers to train them and no facilities for training.

The new Ministry of Labour and Sports now has a programme for the vocational rehabilitation of the vast number of disabled people who at present are kept in special camps. It is very essential to complete the proposed rehabilitation centre at the end of 1976. It has been designed to provide vocational orientation, vocational assessment, vocational training and placement services using trained staff who were in teams. The ultimate goal is to help the trained disabled in their successful settlement and resettlement in gainful occupation.

Moreover, the centre is also intended to be a training place for the necessary rehabilitation staff. It will also set the pattern for many future units which may be established.

The vocational training of disabled persons in our country will require a complete and careful vocational assessment of all persons to be trained. This, therefore, will be a very important function of the vocational rehabilitation centre although, due to the current lack of qualified evaluation personnel, this activity will have to be started without a specially furnished workshop for this purpose.

The following personnel are needed in order to carry out the services to be rendered:

- Director of the Centre
- Chief instructor
- Instructor in garment making (tailoring)
- Instructor in garment making (ladies dress making)
- Instructor in handicraft
- Instructor in electrical training
- Teachers in general education
- Social workers
- Placement officer
- Clerk/Storekeeper
- Driver
- Doctor, part-time
- Cook
- Kitchen helpers

There may be need for additional personnel, depending upon where the vocational rehabilitation centre is to be situated. Some of them can be trained locally at present, but the rest will have to travel abroad for further education.

The space needed in the proposed vocational rehabilitation centre is some 640 m^2, comprising the following sections:

- Workshops	140 m^2
- Garment making	70 m^2
- Clerical training	70 m^2
- Lecture room	280 m^2
- Library	50 m^2
- Doctors office	30 m^2
- Social workers room	50 m^2
- Placement officers room	10 m^2
- Chief instructors office	10 m^2
- Directors office	10 m^2
- Office	10 m^2
- Conference room	20 m^2
- Store	30 m^2
- Toilets	60 m^2

In the future we are planning the expansion of the centre as soon as funds and trained personnel are available to include the following:

- Workshops for metal work, furniture making, welding etc.
- Carpentry and joinery
- A small sheltered workshop.

I hope the Somali people will achieve full benefits from the completion of the vocational rehabilitation centre, in particular:

- Productive employment of disabled people
- A useful contribution to the national economy
- Social benefits in that disabled people will have a goal for which to work
- An easing of the support burden upon the families of the disabled.

12. Sudan's Programme in Vocational Rehabilitation of the Disabled

by

Mr. M.S. Abdel Rahman

1. Extent of the problem of disability

The lack of statistics on disability as well as the absence of general services for the disabled make it extremely difficult to measure the extent of disability in the Sudan. International estimates indicate that the number of blind, for instance, is about 0.45 per cent of the total population. In my country the figure may be higher because some of the principal causes of blindness usually found in the developing countries, e.g. trachoma, seem to be prevalent in some parts of the country.

An international survey conducted by the International Society for Rehabilitation of the Disabled some years ago indicates that the proportion of disabled persons in the total population of any given country is about 5 per cent. Even higher percentages have been presented because some crippling diseases, e.g. poliomyelitis, are prevalent in some parts of the country.[1]

2. Existing vocational rehabilitation services for the physically and mentally disabled in general

The Department of Social Welfare supervises and directs all the vocational rehabilitation services in the country. It directs the efforts for all the different groups of the disabled. These efforts can be summarised as follows:

El Nur Institute for the Blind

This is a governmental institute concerned with the blind. It provides them with educational, instructional and rehabilitational services. Forty-five children attend the Institute, seven of them are girls, 25 of them boarders. All services are delivered according to the academic system of the Sudan Ministry of Education up to the higher secondary school stage. Specialised teachers are responsible for the Institute's programme. In the technical fields the blind are given training in different types of skills. The Department of Social Welfare also co-ordinates the efforts of voluntary and governmental units working in the disabled services. Voluntary organisations play a great role in rehabilitation services. The voluntary organisations are:

(a) Khartoum Cheshire Home

"It provides accommodation for physically handicapped children under 15 years and they are also provided with school education and therapeutic exercises. Maximum capacity at present is 12 children."[1]

(b) The Society for the Rehabilitation and Welfare of the Disabled

It is mainly interested in the rehabilitation of disabled adults. It conducts research and studies on disabled groups.

(c) The Deaf and Dumb Society

It provides social and medical services. It has established a special school for deaf children.

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[1] Assignment Report by Esko Kosunen, UN International Adviser in Rehabilitation of the Disabled, New York.

(d) The Sudanese Blind Association

Provides recreational services and helps in finding employment for the blind after rehabilitation.

(e) The National Association for the Welfare of the Blind

Provides social and medical welfare services for the blind.

(f) The Sudanese Society for the Relief of Leprosy

Its main objective is to promote and encourage all efforts and iniatives displayed in furtherance of the relief of leprosy throughout the country.

(g) The Sudanese Society for the Prevention of Chest Diseases

It provides social and medical care for patients.

(h) The Sudanese Benevolent Society

"It operates courses for girls (able-bodied) in embroidery, knitting and sewing. In the same area, another small building has recently been constructed with the purpose of setting up a workshop for training disabled children between 12 to 15 years of age."[1]

(i) The National Society for Mental Health

It conducts scientific research.

3. Staff training

There are a few trained staff who work in the blind-care field and there are others in the field of the deaf. Also, Sudan is very poor in trained personnel in the field of the mentally retarded and physical therapy.

Most of the trained staff are sent to the Al Naiton Blind Institute (usually financed by the Arab League) in Cairo, or to the Institution for the Deaf in Damascus, Syria.

4. Problems

In reference to principal problems that hinder the development of rehabilitation of the disabled and the best solutions to these problems, one could say:

(a) The lack of statistical data showing the actual number of disabled and the types of disability and their needs. Here it is essential to begin these studies, but still the problem is the lack of human and material resources.

(b) There are insufficient courses of training for the various professionals in the different fields of disabled services.

(c) Also lack of well-equipped building and institutions for the disabled is one of the main problems.

(d) The country does not have enough experts to help in planning for the rehabilitation of the disabled.

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[1] Assignment Report by Esko Kosunen, UN International Adviser in Rehabilitation of the Disabled, New York.

5. Plans for the future in the Sudan (governmental)

(a) A special division for disabled services has been established within the Social Welfare Section and a special committee for the disabled within the National Council for Social Welfare is to conduct studies on disabling conditions with a view to reaching the best solution.

(b) Rehabilitation of the blind: within the general expansion of the Institute facilities necessary for the annual intake of new pupils, it is also planned to set up workshops for vocational training. On the other hand, the National Committee for the Welfare of the Blind is considering an agricultural training programme for the blind and has obtained from the Government a promise of suitable land for this purpose.

(c) Rehabilitation of the deaf

"Land has been acquired for constructing an institution for the deaf which will be used as a school and a vocational training centre for the deaf."[1]

(d) Medical rehabilitation and orthotics/prosthetics

"The Ministry of Health has established a long-term plan to develop medical rehabilitation services using the Orthopaedic Centre which will not only assemble artificial limbs and orthotic appliances but will also produce parts and joints for them and in addition have a medical rehabilitation service, beginning with a physical therapy unit attached to it; later it is planned to organise a physical therapy school and develop occupational therapy services."[1]

(e) Voluntary organisations

Have plans to set up various kinds of rehabilitation services for the disabled in the near future; those organisations are:

> Cheshire Home, Sudanese Benevolent Society, and the National Society for Rehabilitation and Welfare of the Disabled.

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[1] Assignment Report by Esko Kosunen, UN International Adviser in Rehabilitation of the Disabled, New York.

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13. Tanzania's Programme in the Field of Vocational Rehabilitation of the Disabled

by

Mr. E.M. Mshana

I. Introduction

In September 1973 the Prime Minister's Office, in co-operation with the Social Welfare and Probation Division, carried out a national survey of disabled persons. The survey started from the village to the ward, division, district, region and to the central Government where co-ordination of activities of all the regions is done. By June 1975 some 60,000 disabled persons had been identified who would require care, rehabilitation, resettlement and other welfare services. The results of the survey were not sufficiently detailed to give precise information of disablement patterns, but the broad indications were sufficient for the purpose of planning. However, the survey is still going on, and it is considered that these efforts have already proved the possibility of establishing a national register of disabled persons without much difficulty.

II. Existing facilities for vocational rehabilitation for physically handicapped

In 1972 the Government, helped by ILO, started a national vocational rehabilitation programme for the disabled. The first step was the construction of a pilot vocational rehabilitation centre at Yombo, Dar-es-Salaam, with the capacity for 100 trainees.

A. Yombo Vocational Rehabilitation Centre

At the present time, Yombo is the only vocational rehabilitation centre; disabled candidates come from all over the country through the help and co-ordinating process of regional welfare officers in the 20 regions of Tanzania.

Tanzania has now about 13 million people. Out of these only 500,000 are employed and the rest are self-employed in agricultural activities. This is why the trades taught at the Centre are strongly rurally oriented. These trades are: carpentry, tailoring, market gardening, small animal husbandry, handicrafts and blacksmithing.

Besides the counselling which is done by a welfare officer assigned to the Centre, there is no need for vocational guidance since there are not so many professions that could cause confusion in the process of job choice among disabled trainees. Vocational assessment is done by observing each trainee perform at each of the Centre's trades for three days.

Vocational training takes one year generally, but more time may be taken for those who are slow learners.

A team approach is utilised in solving problems that confront each individual trainee.

B. Resettlement

Tanzanian development policy is to mobilise people to work in common. You have probably heard of Ujamaa villages where people live and work together to step up progress.

This is why the resettlement of trainees graduating from Yombo has been so designed as to follow this national policy line. Those who graduated from Yombo Centre have been grouped into three production workshops which operate as co-operative workshops. The aim is to support them initially and allow them to be self-supporting when their economic condition allows.

At present the resettlement scheme includes the creation of 4 production workshops built at Tanga with 29 disabled persons, Mwanza with 15 disabled, Mboya with 15 disabled and D'Salaam with 8 disabled. All of these workshops have tailoring as the principle trade, except Tanga which includes carpentry.

Nevertheless, other forms of resettlement have not been ignored. These are provided for those who could not join their companions due to family problems and they are provided with trade tools to go and resettle with their families.

In future we hope to resettle some of the Yombo graduates in Ujamaa villages where they will perform their trades as their village share of communal work.

III. Existing rehabilitation facilities for special groups of disabled

A. The blind

As is universally known, the blind all over the world have aroused more of a response to their need for help in the normal person's mind than for any other type of disabled. This has been true even in Tanzania. The blind have various rehabilitation services, such as:

1. Ten primary schools, which are under the Ministry of Education; they are integrated schools, three residual primary schools for the blind only, four integrated secondary schools, and one teacher-training centre which is also an integrated school.

2. Under the Social Welfare Division, the blind have two vocational training centres for males, and plans are under way for the construction of a vocational training centre for blind women and girls. More emphasis has been recently placed on agricultural training in both centres. Trainees graduating from these usually either go home to rejoin their relatives or to one of the two village settlements, i.e. Mwange in Masasi, or Urambo in Tabora. These villages are run on the political basis of the country with the exception that they are financed by the Government in their initial stage.

   The Royal Commonwealth Society for the Blind has been helping a great deal in developing rehabilitation services in the country since 1956.

B. The deaf

This is one of the groups of disabled persons whose rehabilitation has not yet been satisfactorily and systematically undertaken. There is one theoretical school for the deaf run by a Roman Catholic Mission at Tabora. This school covers the seven years of primary education in ten years.

The only other rehabilitation facility for the deaf is a nursery school built by the Tanzanian Society for the Deaf in 1974. The Society started in 1970 as a voluntary agency with the aim of furthering rehabilitation services for the deaf.

C. The mentally retarded

This group of handicapped persons has neither been surveyed nor made the object of rehabilitation services. The main reason is that many not too serious cases get absorbed in agricultural activities since these activities do not require much brain work. However, as industrialisation steps up, more cases are bound to need special attention.

D. The mentally handicapped

The Ministry of Health has five units for the medical rehabilitation of the mentally handicapped. In addition to these hospitals there are two so-called "half-way villages" where the recovered mental patients stay and slowly become integrated into normal life again.

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E. Leprosy patients

Leprosy patients have attracted the attention of service-givers from very early times.

There are about 20 leprosaria catering to about [illegible],000 patients in the country. These leprosaria usually include resettlements of cured patients who cannot return to their homes either due to shame or due to rejection by their families because of their deformities.

IV. Administration

Vocational rehabilitation services are mainly run by the Social Welfare Division which also supervises, subsidises and co-ordinates all rehabilitation services in the country whether they are performed by a government or by a voluntary agency.

So far, vocational rehabilitation is only a section within the general schedule of services to the disabled. Two of its staff, i.e. Mr. N. Ndaka who has over-all charge of the national programme for vocational rehabilitation for the disabled and Mr. E.P. Nyamwihura, the Dar-es-Salaam and coast regions rehabilitation officer, were awarded ILO fellowships in vocational rehabilitation. Most of the other staff have been trained on the job with the help of several foreign experts who work in the programme under bilateral agreements between Tanzania and the concerned expert's country.

V. Problems

Two factors present problems in the evolution of the rehabilitation programme:

(a) The programme is new and hence one meets with difficulties when confronted with services that need co-ordination with other agencies which are not so familiar with rehabilitation.

(b) The world-wide economic problem's pinch is greatly felt in this still-too-young programme.

VI. Future plans

The Division of Social Welfare has the following plans in mind as regards vocational rehabilitation:

(a) the setting up of rural vocational rehabilitation centres in the 20 regions of the country;

(b) a mobile rehabilitation unit that will carry rehabilitation services to home-bound disabled persons;

(c) spreading of production workshops for the disabled;

(d) systematisation of co-ordination of rehabilitation services in the country;

(e) systematisation of placement services for the disabled;

(f) the expansion of administration directly responsible for vocational rehabilitation.

14. Vocational Rehabilitation of the Disabled in Uganda

by

Mr. R.M. Karozi

A. Extent of the problem of disability

The Government of Uganda realised the need of vocational rehabilitation in 1965. It invited an ILO expert to organise the scheme under the Ministry of Culture and Community Development. A pilot registration project of the physically and mentally handicapped persons in the country was carried out in 1965. During that week, designated "Handicapped Citizens Week", a total of 31,646 persons were registered. About 13 per cent of the disabled people had two or more disabilities.

Following the information collected, together with international principles which have been used elsewhere, it was assumed that Uganda had 650,000 disabled persons with obvious disabilities and roughly 6,000 becoming disabled through different causes annually. The national register for disabled people now has over 33,000 people.

B. Existing vocational rehabilitation services

The Uganda Vocational Rehabilitation Service provides a variety of centres for particular purposes, though all are designed to improve the prospects of disabled people and lead them to independence.

Generally speaking, it is taken for granted that every disabled person, whether or not he or she can work, is eligible for the service. However, demarcation between those capable of benefiting from vocational rehabilitation and those incapable of doing so is being fairly followed by the recruitment staff (DROs with the help of doctors).

At present the following are the vocational rehabilitation services for the physically and mentally disabled people

(i) One industrial rehabilitation centre - designed to prepare disabled persons for entry or re-entry into employment. The disabled people undergo training in the following: metalwork, woodwork, tailoring, bamboo craft, silkscreen printing, office training, etc.

(ii) Four sheltered workshops - to provide regular and protective employment for severely disabled people in activities like umbrella assembly, canvas work, cloth printing and raincoat making.

(iii) Five rural vocational rehabilitation centres - usually at district level, designed to offer training tailored to the requirements of a rural economy, i.e. agriculture, animal and poultry keeping, making local rural crafts, home tailoring, literacy, etc.

(iv) A mobile vocational rehabilitation unit - offering facilities to immobile disabled women at village level, i.e. home economics.

(v) TWo resettlement homes - designed to recover disabled beggars and their families and leading them to self-reliance through training and group resettlement on land as smallhold farmers.

(vi) Besides these there are other facilities offered by voluntary agencies.

C. Services for special groups

Special categories of disabled persons have in most cases been helped by voluntary organisations under the auspices of missionaries and associations which, under trying financial conditions, do carry out good vocational rehabilitative activities. To the extent permitted by the available resources, the voluntary organisations have the support and co-operation of the Government, i.e. some get annual subvention from the Government and staff on secondment.

Examples of these categories are:

(i) Uganda Foundation for the Blind - Established in 1954, with assistance of the Commonwealth Foundation for the Blind. It has pioneered agricultural education, training and resettlement of adult blind persons. With the support of the Ministry of Health, the Foundation organised a mobile eye unit, treating trachoma in rural areas and a trachoma eradication scheme.

(ii) Uganda Society for the Deaf - Since its establishment in 1959 the Society has concerned itself with problems caused by deafness and the means by which they can be overcome. It has established schools for deaf children at Namirembe and an annexe at Ngora.

(iii) Uganda Association for Mental Health - Although little is known about mental health in Uganda, and the number of people suffering from forms of mental conditions, the Association tries to draw public attention to the problem, its incidence and methods of help, treatment, home nursing and care of mentally handicapped persons. The Association also hopes to build a school for the mentally retarded children.

(iv) Uganda Spastic Society - It has concerned itself with problems of spastic children and their parents, and tries to devise means to overcome them. It has also established a school for spastic children.

(v) Leprosaria - These organisations are engaged in rendering medical treatment and resettlement of burnt out leprosy cases in various areas of Uganda.

D. Co-ordination of these services with education, health, social and community services

The Ministry of Culture and Community Development encourages other Government Ministries and voluntary agencies to take keen interest in the welfare of disabled people through the National Disablement Advisory Council, whose duty is to advise the Minister of Culture and Community Development on matters regarding the welfare, planning, registration, recruitment, training, and resettlement of disabled persons on the land and in employment. The Council is a link between Government and voluntary agencies which are directly or indirectly interested in the welfare of the disabled people.

Although some Ministries and organisations have separate responsibilities for the disabled, they are beginning to appreciate their interdependence and the need for co-ordinated action leading to a unified service. For example, the regular referrals of clients to the Ministries of Education, Health and Labour demonstrate that problems exist for which they provide services.

There are also officials from other Ministries, voluntary organisations and the public, who serve on the National Disablement Advisory Council and District Disablement Advisory Committees. Finally, some public establishments and individuals provide employment to the trained disabled people.

E. Staff training

There are no specific long-term training courses for rehabilitation staff, apart from periodical in-service courses, seminars and staff conferences aimed at enabling them to adjust themselves to handling disabled people. Some staff members have been offered fellowships and have attended seminars outside Uganda. The ILO has taken the lead in providing the staff with such training facilities.

F. Unresolved problems, particularly those related to management of rehabilitation centres and sheltered workshops

In a developing country like Uganda, there are bound to be problems related to management of rehabilitation centres and sheltered workshops. The following are some of the problems being experienced as far as the management of rehabilitation centres and sheltered workshops is concerned.

(i) There is a lack of raw materials and sometimes equipment for sheltered workshops, which depend on overseas supply, and this results in lack of sufficient work to keep the handicapped personnel employed.

(ii) Lack of enough staff with sound ability and business background to man the various workshops, i.e. how easily to secure contract work from industrial firms and determination of proper charge for services given.

(iii) Lack of funds to meet the workshops' financial needs, i.e. expansion of working space.

(iv) There is a lack of vocational assessment facilities in some rehabilitation centres and sheltered workshops, i.e. training for work situation. To a certain extent, due to lack of sufficient medical personnel, there is little medical assessment of the clients accepted in centres and workshops, and this makes it hard for the management to know how the disability of an individual affects his or her work capacity and work outlook now and in the future.

G. Plans for the future

The Ministry of Culture and Community Development is preoccupied with finding out how best vocational rehabilitation services can be extended to as many disabled people as possible. In doing this, plans are under way to set up a legal comprehensive rehabilitation service, defining in clear terms the responsibilities the Government and those of other bodies involved in rehabilitation activities. It is equally concerned with training of staff who will be capable of giving professional and other aspects of rehabilitation services. Funds becoming available, it is planned to open up one rural vocational rehabilitation centre in each district and one more industrial rehabilitation centre in the second largest industrial town of Jinja. Plans are also afoot to transform the existing sheltered workshops into a corporation, which will be operated on a revolving fund and divorced from government interference, so as to expedite and rationalise their operations.

References:

1. Ministry's Annual Reports.

2. Handbook.

15. Zambia's Programme for the Handicapped

by

Mr. T.K. Nkonde

1. Zambia, a landlocked country, is surrounded by a number of neighbouring countries. Zaire and Tanzania in the north, Malawi and Mozambique in the east; Rhodesia and Botswana in the south and Angola in the west. Zambia, a country with an area of 290,000 square miles against 4.5 million people is located below its neighbouring equatorial countries.

Out of a population of 4.5 million in Zambia, according to statistical figures from the census of national population and housing of 1969, a total figure of 89,000 persons are handicapped. I have no analytical figures for various handicaps that affect man in Zambia but the main handicaps are: blindness, mental disablement, physical disabilities resulting from accidents, congenital deformities and amputations as a result of leprosy and other diseases.

The extent of the problem of disability is viewed as high. This is seen in the enormous figure representing handicapped people, their insufficient training, coupled with the distances between their location which makes it difficult to contact them for any available training or job opportunities and for any available employment opportunities.

2. The Zambia Council for the Handicapped, a government-sponsored organisation which is attached to the Ministry of Labour and Social Services is responsible for the welfare and rehabilitation of all handicapped people in Zambia. Its headquarters which is on the Cairo road - Lusaka, receives many reports from all corners of Zambia and the provincial offices and centres; in turn it gives instructions on various issues concerning the handicapped. It undertakes annual negotiations to initiate new projects and open new provincial or district offices where they are required for the rehabilitation of handicapped people at large.

Farming is the commonest and most appropriate trade the Council has taken for family rehabilitation of handicapped people apart from placement of people in open employment, as practised by the provincial offices. The Kangonga Sheltered Employment Centre runs a commercial industry which produces various types of baskets, various kinds of cane furniture and all types of brushware. It has a workforce of 79 employees. Farm centres which are administered by provincial offices through respective farm managers and institutional heads rehabilitate a number of handicapped people with various handicaps including amputees, mentally handicapped, paraplegics and polio victims. Apart from the Kangonga Sheltered Employment Centre, workshops to train handicapped women in dress and brush making have been recently completed.

Furthermore, the Liteba Leprosarium in the Central Province and the Lukapa Leprosarium and the Kikonkomene Settlement Centre under the Council's administrative umbrella have been established for purposes of rehabilitating and treating leprosy patients. Simple trades like basket making and woodwork are taught along with low-scale farming.

3. Most services for special groups of the handicapped in Zambia have been left to two main government ministries - the Ministry of Education and the Ministry of Health. The Ministry of Education undertakes to train teachers of the deaf, the blind and the mentally retarded. No special education programmes have yet been established, particularly for the leprosy patients. The Lusaka-based special training college offers courses for teachers of the handicapped. The Ministry of Education has the responsibility for the administration of special educational institutions. The Ministry of Health undertakes to provide mobility training and furnishes related aids including wheelchairs and artificial limbs.

4. As for the co-ordination of these services, the three departments, namely, education, health and the Zambia Council for the Handicapped are interrelated. The Ministry of Health treats and trains handicapped, while the Council secures employment for them. On the other hand, the Ministry of Education trains personnel for use in the special institutions that they run. As for community services, there is little done specifically destined at alleviating handicapped people's problems.

The local community however, gives assistance by donating money or material assets to the Council or council institutions.

5. The Zambia Council for the Handicapped takes full responsibility in training its staff in and outside Zambia. In corroboration with the Ministry of Labour and Social Services, it secures scholarships abroad for such staff training. Staff who go abroad are trained in personnel management, placement work and workshop management.

6. One significant unresolved problem is that the Council places most centres and the sheltered workshop on a self-sufficient sort of management. In this way many centres are being turned into family farming settlement centres. Accordingly, the Kangonga Sheltered Employment Centre is striving to be self-sufficient by being under a board of directors, as opposed to what it is now.

7. Lastly, it is the Council's intention to persuade the Government to pass a parliamentary act to offset problems incurred by the handicapped in search for employment. Thus, the Government should be made to reserve certain jobs only for the handicapped in Zambia. Now employment for any handicapped person is dependent on how a particular employer feels about the applicant.

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DESCRIPTOR: *VOCATIONAL EDUCATION; *RESEARCH PROJECTS; *STATE FEDERAL SUPPORT; *GRANTS; *CONTRACTS; STATE PROGRAMS; DIRECTORIES

EDRS PRICE: MF AND HC AVAILABILITY WILL BE ANNOUNCED IN VOL. 9, NO. 6.

DESCRIPTIVE NOTE: 79P. FOR A LIST OF PROGRAMS CONDUCTED UNDER SECTION 142 (D) OF PART D, SEE RELATED DOCUMENT VT 102 936 IN THIS ISSUE.

ABSTRACT: THIS PUBLICATION PROVIDES A LISTING OF THE 1975 RESEARCH AND DEVELOPMENT PROJECTS SUPPORTED IN EACH STATE THROUGH GRANTS AND CONTRACTS FUNDED BY THE STATES UNDER SECTION 131 (B) OF PART C OF THE VOCATIONAL EDUCATION AMENDMENTS OF 1968. THE LISTING, WHICH IS ARRANGED ALPHABETICALLY BY STATE, SHOWS THE TITLES OF EACH PROJECT, THE NAME OF THE GRANTEE OR CONTRACTOR CONDUCTING THE PROJECT, AND THE AMOUNT OF SECTION 131 (B) FUNDING OBLIGATED FOR THE PROJECT. THE LISTING WAS COMPILED ON THE BASIS OF INFORMATION SUPPLIED TO THE U.S. OFFICE OF EDUCATION BY EACH STATE THROUGH U.S. OFFICE OF EDUCATION REGIONAL OFFICES. (AUTHOR/NJ)

INSTITUTION NAME: BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C. DIV. OF RESEARCH AND DEMONSTRATION.

T 102 935

LIST OF
STATE-ADMINISTERED RESEARCH AND DEVELOPMENT PROJECTS
IN
VOCATIONAL EDUCATION

Supported Under
Section 131(b) of Part C
of
The Vocational Education Amendments of 1968
(Public Law 90-576)

Fiscal Year 1975

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education

Bureau of Occupational and Adult Education

Office of Adult, Vocational, Technical, and Manpower Education

December 1975

VT 102 935

Civil Rights Compliance

Discrimination Prohibited - Title VI of the Civil Rights Act of 1964 states:

> "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

Therefore, any program or activity receiving financial assistance from the Department of Health, Education, and Welfare must be operated in compliance with this law.

STATE-ADMINISTERED RESEARCH AND DEVELOPMENT PROJECTS

IN

VOCATIONAL EDUCATION

Supported Under
Section 131(b) of Part C
of
The Vocational Education Amendments of 1968

Fiscal Year 1975

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
David Mathews, Secretary

Office of Education
T. H. Bell, U.S. Commissioner of Education

Bureau of Occupational and Adult Education
William F. Pierce, Deputy Commissioner

Office of Adult, Vocational, Technical, and Manpower Education
Charles H. Buzzell, Associate Commissioner

Division of Research and Demonstration
Howard F. Hjelm, Director

December 1975

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INTRODUCTION

Section 131(b) of Part C of the Vocational Education Amendments of 1968 provides Federal funding for State-administered research and development activities in vocational education. These Federal funds can be used for paying up to 75 percent of the costs of the State Research Coordinating Unit (RCU) and for grants and contracts covering 90 percent of the costs of research and/or developmental projects. The funds are allocated to the States on the basis of a population formula prescribed in Public Law 90-576. In Fiscal Year 1975, for example, the State of Alaska received $13,176 while the State of California received $767,355.

The total funding appropriated for State use under Section 131(b) of Part C amounted to $17,872,215 in Fiscal Year 1972 and $9 million in each succeeding fiscal year. The States used a portion of this funding to assist in meeting the maintenance and operational costs of the State Research Coordinating Units. However, the major part of the funding was used to support grants and contracts with local school districts, universities, and other agencies within each State for the conduct of vocational research and development projects.

The purpose of this publication is to provide a listing of the projects supported in each State through grants and contracts funded by the States under Section 131(b) of Part C of the Vocational Education Amendments of 1968. The listing, which is arranged alphabetically by States, shows the title of each project, the name of the grantee or contractor conducting the project, and the amount of Section 131(B) funding obligated for the project. For any given State, the total amount of funds obligated in a particular fiscal year may or may not be equal to the State's allotment for that fiscal year. There are two reasons for this difference between funds allotted and funds obligated for grants and contracts. The first reason is that a State may at its discretion, reserve some portion of the State allotment for support of the State Research Coordinating Unit, using the remaining amount for the award of grants and contracts. The second reason is that, under the provisions of the Tydings Amendment, a State could carry unused funds over and obligate them in the following year.

This listing of State-administered research and development projects was compiled on the basis of information supplied to the U.S. Office of Education by each State through the U.S.O.E. Regional Offices. Additional descriptive information on each the projects may be located in the "Research Projects in Progress" section of Abstracts of Instructional and Research Materials in Vocational Education (AIM/ARM), a journal which is published bi-monthly. Persons wishing more detailed information about a particular project than that contained in the Abstracts should correspond with the Director of the State RCU in the State concerned.

This publication has been prepared by Larry Braaten, Chief, Annette Miller, Program Assistant, and typed by Diane Nuckolls, all of the Demonstration Branch.

Howard F. Hjelm, Director
December 1975 Division of Research and Demonstration

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ALABAMA

State Allotment: $ 183,015 Total Funds Obligated: $ 150,422

Projects Funded: FY 1975
Section 131(b) Part C

Funds Obligated	Grantee or Contractor	Title of Project
1. 150,422	Auburn University, Auburn	Development and Implementation of a Statewide Vocational Education Terminee Followup System for Alabama

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ALASKA

State Allotment: $ 13,176 Total Funds Obligated: $ 13,176

Projects Funded: FY 1975
Section 131(b) Part C

Funds Obligated	Grantee or Contractor	Title of Project
1. 120	Cordova High School, Cordova	Student Follow-Up Program
2. 594	Hutchison Career Center, Fairbanks	Student Follow-Up Program
3. 238	Kodiak High School, Kodiak	Student Follow-Up Program
4. 119	Wrangell High School, Wragnell	Student Follow-Up Program
5. 120	Dillingham High School Dillingham	Student Follow-Up Program
6. 90	Haines High School, Haines	Student Follow-Up Program
1,281		
11,895	Carry Over	Encumbered to be used to develop a management information system

ARIZONA

State Allotment: $94,084 Total Funds Obligated: $ 20,781

Projects Funded: FY 1975
Section 131(b) Part C

Funds Obligated	Grantee or Contractor	Title of Project
1. 4,042	Arizona State University, Tempe	A Model for Evaluation of the Distributive Education Program in Arizona
2. 4,554	Pima Community College, Tucson	Development and Use of Challenge Exams for Clinical Laboratory Nursing II, and Part II
3. 499	Washington High School, Glendale	A Classroom Training Conference for Youth Leaders of Distributive Education in Arizona Vocational Education
4. 4,998	University of Arizona, Tucson	Comparison of Three Media Presentations of Selected Home Economics Related Occupations
5. 500	Camelback High School, Phoenix	A Questionnaire to Determine the Adequacy of Vocational Information at Camelback High School as Perceived by 1974 Graduates
6. 1,200	Eastern Arizona College, Thatcher	Increasing Vocational Student Motivation and Retention
7. 500	Shadow Mountain High School, Phoenix	Careers in the Home Furnishing Industry: Interior Design
8. 4,491	Arizona State University, Tempe	Survey of Minority Businessess and Support Programs

ARKANSAS

State Allotment: $ 99,572 Total Funds Obligated: $ 129,413

Projects Funded: FY 1975
Section 131(b) Part C

Funds Obligated	Grantee or Contractor	Title of Project
1. 4,530	Arkansas School for Deaf Little Rock	Individualized Vocational Visual Media for Deaf Students
2. 4,500	Russellville Area Vocational Career Center	Summer Project Exploration of Careers (SPEC)
3. 18,000	State Dept. of Education Employment Sec. Division, Little Rock	An Analysis of Characteristics of the AR Unemployed with Implications for Vocational Education
4. 1,600	Pulaski County Special School District, Little Rock	Development of Activity Based Learning Experiences to Support the Career Orientation Programs
5. 33,289	University of Arkansas, Fayetteville	Research Coordination Unit
6. 6,500	State Dept. of Education Vocational Division, Little Rock	State Administration Cost of Research Coordination Unit
7. 6,411	Russellville School Dist. Russellville	Commissioner's Career Education Project
8. 12,951	Conway School Dist., Conway	World of Fashion
9. 13,658	Henderson State Univ. Arkadelphia	Hospitality Industry Management
10. 3,000	Edu. Planning & Eval. Services, Magnolia	Comparative Study of Occupational Achievement of Vocational and Non-Vocational High School Grads.
11. 10,850	Pulaski County SD, Little Rock	Comparative Study of Alternative Methods and Techniques of Stenographic Training

ARKANSAS (CONTINUED)

Funds Obligated	Grantee or Contractor	Title of Project
12. 10,000	State Dept. of Education Little Rock	Mini-Grants for Local Action Oriented Research to Improve Vocational-Technical Education
13. 4,124	Educational Planning and Evaluation Services Magnolia	Validation Study for Vocational Followup

CALIFORNIA

State Allotment: $ 767,355 Total Funds Obligated: $ 391,962

Projects Funded: FY 1975
Section 131(b) Part C

	Funds Obligated	Grantee or Contractor	Title of Project
1.	14,399	California Poly State University, San Luis Obispo	Involvement of Vocational Agriculture Students in Vocational Education Student Organizations
2.	30,000	Foothill Community College District, Los Altos Hills	COPES: Sub-System for Work Experience Programs
3.	16,000	Mendocino County Supt. of Schools, Ukiah	Vocational Education Data Management System for Rural Schools
4.	109,602	Napa County Supt. of Schools, Napa	District Review of Vocational Education Staff
5.	40,855	San Diego County Supt. of Schools, San Diego	Third Party Evaluation of California Career Education Centers
6.	12,000	San Diego Unified School District, San Diego	Research Into Cultural Disadvantagement As a Key Segment of a Vocational Student Information System
7.	20,050	San Diego Unified School District, San Diego	Competency Based Curriculum, Business Marketing Careers
8.	4,623	University of California, L.A., Los Angeles	Career Education Opinions of California Educators
9.	113,018	Ventura County Supt. of Schools, Ventura	Manpower Management Information System: Educational Resources
10.	2,485	California Poly State University, San Luis Obispo	A Study to Identify & Validate Beginning Vocational Agriculture Teacher Technical Competencies in Beef, Sheep, Swine & Horse Husbandry

CALIFORNIA (CONTINUED)

	Funds Obligated	Grantee or Contractor	Title of Project
11.	2,500	California State University Fullerton: Foundation, Fullerton	The Impact of Career Guidance Centers Upon Students at Santa Ana College
12.	2,500	Fremont Unified School District, Fremont	Teaching Interpersonal Relationships Skills
13.	1,445	Modesto High School District, Modesto	Perceptions of California Vocational Education Administrators & Manpower Planners on Area Vocational Planning
14.	2,500	Monterey Peninsula College, Monterey	Occupational Education Information Needs & Governance Patterns of Management Teams in Selected California Community Colleges
15.	2,500	North Orange County Community College District, Fullerton	Assessment of Occupational Programs for 11th & 12th Grade High School Students in Community Colleges
16.	2,500	San Mateo Community College District, San Mateo	California Broadcast Employment Survey
17.	2,500	University of California, Davis, Davis	Literature Review in Consumer Education: Concepts, Topics, and Objectives for K-Adult
18.	2,500	University of California, Davis, Davis	Study of Scope & Sequence of Consumer Education K-Adult
19.	2,500	University of California, L.A., Los Angeles	Inservice Research Training for Vocational Counselors and Teachers in the Cluster Approach to Education Programming, Counselling and Guidance
20.	2,500	University of California, L.A., Los Angeles	The Careers of Black Vocational Educators in California: An Analysis of Aspirations and Control Orientation
21.	2,500	Ventura County Community College District, Ventura	Special Vocational Preparations and General Education Development Planning Study
22.	2,485	Yolo County Superintendent of Schools	Recommendations for Operations of a Mobile Business Education Resource Center

COLORADO

State Allotment: $ 111,356 Total Funds Obligated: $

Projects Funded: FY 1975
Section 131(b) Part C

Funds Obligated	Grantee or Contractor	Title of Project

NO PROPOSALS RECEIVED

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CONNECTICUT

State Allotment: $ 99,800 Total Funds Obligated: $ 85,950

Projects Funded: FY 1975
Section 131(b) Part C

Funds Obligated	Grantee or Contractor	Title of Project
1. 5,222	Central Connecticut State College	Evaluation of the Reading Program General Education Component of the Connecticut Vocational/Technical Schools
2. 19,255	University Research Institute of Connecticut, Inc. Wallingford	Preparation of a Vocational Career Guide for Connecticut
3. 28,273	University of Connecticut, Storrs	A Survey of Community Resources and Employment Opportunities Having Implications for Programs of Vocational Agriculture in Connecticut: Phase II
4. 33,200	Peat, Marwick, Mitchell, Hartford	Study to Assess the Increased Utilization of Connecticut Vocational-Technical School Facilities to Serve More Individual of High School Age

DELAWARE

State Allotment: $ 21,071 Total Funds Obligated: $ 24,493

Projects Funded: FY 1975
Section 131(b) Part C

Funds Obligated	Grantee or Contractor	Title of Project
1. 11,737	Seaford School District, Seaford	Delmarva Career Education Project
2. 12,756	Seaford School District, Seaford	Development of a Model Delivery System for Comprehensive Exploratory Program

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DISTRICT OF COLUMBIA

State Allotment: $ 108,571 Total Funds Obligated: $____________

Projects Funded: FY 1975
Section 131(b) Part C

Funds Obligated	Grantee or Contractor	Title of Project

NO PROPOSALS RECEIVED

FLORIDA

State Allotment: $ 313,223 Total Funds Obligated: $ 319,859

Projects Funded: FY 1975
Section 131(b) Part C

	Funds Obligated	Grantee or Contractor	Title of Project
1.	36,000	University of Florida, Gainesville	Student Personnel Services Project for Area Vocational Technical Centers 4th Phase
2.	16,000	Florida State University, Tallahassee	Provide Support for Graduate Assistants to Survey, Screen, Abstract, Write, Evaluate Materials in Areas identified by Project Supervisors and Research Evaluation Staff
3.	18,398	Broward Community College, Fort Lauderdale	Identify the Learning Objectives and an Educational Program Appropriate for tax collectors in order to insure unbiased and equitable collection of taxes
4.	900	Leon County School Board, Tallahassee	To Score Instruments necessary to Conduct a Product Evaluation of the Leon County Career Education Project
5.	6,500	Florida State University, Tallahassee	The Development of a Programmed Guide for Local-Vocational Directors to Use in Cost-Benefit Analysis
6.	96,696	Florida State University, Tallahassee	Supplementary Funding: Major Curriculum Activities
7.	23,880	Florida Agricultural and Mechanical University, Tallahassee	Employment of a Dissemination Coordinator at FA&M University
8.	6,985	Southern Association of Colleges and Schools	Conducting a Project to Determine the Feasibility of a Cooperative State Effort in Occupational Curricula Development
9.	92,000	Educational Progress in Careers, Inc. (EPIC)	Performing a third-party evaluation of career, economic and community education components in selected Florida school districts

FLORIDA (CONTINUED)

	Funds Obligated	Grantee or Contractor	Title of Project
10.	22,500	Educational Testing Service, Atlanta	Performing a third party evaluation of the Florida Comprehensive Program of Vocational Education for Career Development: K-Universities

GEORGIA

State Allotment: $ 237,299 Total Funds Obligated: $ 351,468

Projects Funded: FY 1975
Section 131(b) Part C

Funds Obligated	Grantee or Contractor	Title of Project
1. 30,122	Valdosta State College, Valdosta	Design and Implementation of a Vocational-Industrial Arts Teachers Training Program at Valdosta State College
2. 153,564	Georgia Southern College, Statesboro	A Comprehensive Project to Develop Individualized Instructional Packages, and Other Related Materials, for Georgia Coordinated Vocational Academic Education Students
3. 152,782	Gwinnett County School System, Suwanee	APPS-Applied Program in Public Services
4. 15,000	Southern Association of Colleges and Schools	V-TECS (Vocational-Technical Education Consortium of States)

HAWAII

State Allotment: $ 33,054 Total Funds Obligated: $ 26,124

Projects Funded: FY 1975
Section 131(b) Part C

Funds Obligated	Grantee or Contractor	Title of Project
1. 4,999	Information Systems Branch, Hawaii State Department of Education, Honolulu	Statewide Computerized Data System (for secondary level vocational-technical education)
2. 3,196	Office of Instructional Services, Hawaii State Department of Education, Honolulu	Career Development Continum
3. 17,929	Office of the State Director for Vocational Education (consortium project with Honlulu, Kapiolani, Leeward and Hawaii Community Colleges), Honolulu	Vocational Education Graduate Follow-Up Survey, a Statewide Project for the University of Hawaii's Community Colleges

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IDAHO

State Allotment: $ 39,582 Total Funds Obligated: $

Projects Funded: FY 1975
Section 131(b) Part C

Funds Obligated	Grantee or Contractor	Title of Project

NO PROPOSALS RECEIVED

ILLINOIS

State Allotment: $ 395,094 Total Funds Obligated: $ 518,453

Projects Funded: FY 1975
Section 131(b) Part C

Funds Obligated	Grantee or Contractor	Title of Project
1. 35,336	Southern Illinois University at Edwardsville, Edwardsville	Measuring Career Readiness in Elementary and Secondary Education
2. 34,888	Tadlock Associates, Inc., Los Altos	Assessment of the Status of Career Education Supported by the Division of Vocacional and Technical Education Since 1970
3. 102,821	Northwestern University, Evanston	A Design for a Regional Occupational Education Coordination Council
4. 58,372	Eastern Illinois University, Charleston	Career Education Resource Laboratory
5. 61,943	Robert Davis Associates, Inc., Atlanta	Division of Vocational and Technical; Education Management Information System Development Phase III
6. 55,528	Western Illinois University, Macomb	Development of a Systematic Procedure for Collecting, Processing and Analyzing Supply/Demand Data on Occupational Education Teachers
7. 29,968	Southern Illinois University at Carbondal, Carbondale	Career Awareness Project: One Through Three
8. 54,803	Triton Community College, River Grove	A Study to Develop a Comprehensive Model Placement Center for Adaption and Use by Community Colleges and Secondary Schools
9. 44,571	Chicago United, Inc. Chicago	Revision of Construction Curriculum Skill Development Procedures and Relationships with Educational Institutions

ILLINOIS (CONTINUED)

Funds Obligated		Grantee or Contractor	Title of Project
10.	15,498	Southern Illinois University at Carbondale, Carbondale	An Assessment of the Utilization of Part C and Part D Research and Development Funds in Illinois since 1970
11.	2,225	Southern Illinois University at Carbondale, Carbondale	Production of Multiple Copies of a Career Education Film Entitled "A Rose by any Other Name"
12.	22,500	Research and Development Unit, Division of Vocational and Technical Education, Springfield	Staff Salary for Administration of Part C Funds

INDIANA

State Allotment: $ 234,009 Total Funds Obligated: $ 205,565

Projects Funded: FY 1975
Section 131(b) Part C

Funds Obligated	Grantee or Contractor	Title of Project
1. 26,460	Purdue University, West Lafayette	Determination of the Employment and Education Plans and the Occupational choices of Seniors in Indiana High School: Class of 75
2. 18,625	Indiana Vocational Technical College	Postsecondary On-Site Evaluation Visits for Public Postsecondary Institutions
3. 18,879	Carmel Clay School Corporation, Carmel	The Development of a Competency Based Multi-Occupational System for Flexible Vocational Education Programming
4. 18,050	South Central Area Vocational School, West Washington	Development and Implementation of an Inservice Training Program for Curriculum Development in an Area Vocational School
5. 17,547	Indiana State University, Terre Haute	D.E. Teacher Education Consortium for Personal Contact Inservice Follow-up of First Year and Second Year D.E. Teacher Coordinator and Preparatory D.E. teachers
6. 10,261	Indiana University, Bloomington	Development of a Generalization Evaluation Model for Vocational Teacher Education Programs in Indiana
7. 9,550	Purdue University, West Lafayette	Assessment and Evaluation of the Public's Perception of Vocational Education in Indiana
8. 11,933	Purdue University, West Lafayette	Development of a Generalization Evaluation Model for Vocational Teacher Education Program in Indiana
9. 6,700	Purdue University, West Lafayette	Changing Trends in the Plans of High School Seniors

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INDIANA (CONTINUED)

Funds Obligated	Grantee or Contractor	Title of Project
10. 9,550	Penn-Harris-Madison School Corporation, Mishawaka	The Development and Validation of a Vocational Interest Survey Instrument with Audio Visual Format
11. 30,700	Marion Community Schools, Marion	Needs Assessment for Area 6
12. 6,510	Griffith Public Schools, Griffith	Griffith High School Career Education Pilot Project
13. 14,100	Elkhart Community School Corporation, Elkhart	A Pilot Project to Develop Work Infused Experiences for Mathematics Instruction

IOWA

State Allotment: $ 125,735 Total Funds Obligated: $ 111,051

Projects Funded: FY 1975
Section 131(b) Part C

	Funds Obligated	Grantee or Contractor	Title of Project
1.	10,158	Iowa Western Community College, Council Bluffs	Determine Competency Needs of Sanitarian Aides, Phase II
2.	7,142	University of Northern Iowa, Cedar Falls	Implementing Distributive Education Learning Systems
3.	8,000	Eastern Iowa Community College District, Davenport	Career Education Needs Assessment for Merged Area IX
4.	5,000	Iowa Lakes Community College, Estherville	Research Project on Career Development in Merged Area III
5.	6,447	Des Moines Area Community College, Ankeny	Needs for Integrating Career Education Services within DMACC District
6.	6,469	Indian Hills Community College, Ottumwa	Comprehensive Career Education Research and Plan Development
7.	10,000	Iowa Valley Community College, Marshalltown	Developing a Long Range Master Plan for Implementing Career Education for Schools in Area VI for all Students K-Adult
8.	2,500	Kirkwood Community College, Cedar Rapids	An Extension of the Population/Enrollment Trends in Iowa and Their Implications for Iowa's Area Schools
9.	2,025	Iowa State University	Development of a Competency-Matrix Based K-12 Industrial Arts Curriculum Guide
10.	21,700	Iowa Education Information Center, Iowa City	Third Party Evaluation of Models for Precareer Education in Iowa and Models for Secondary Career Education in Iowa
11.	187	Wisconsin Department of Public Instruction, Madison	Agreement with Wisconsin DPI, Agreement No. 817 D.E. Consortium Materials Printing and Shipping

IOWA (CONTINUED)

	Funds Obligated	Grantee or Contractor	Title of Project
12.	400	Iowa Education Information Center, Iowa City	Addendum to Third Party Evaluation of Models for Precareer Education in Iowa and Models for Secondary Career Education in Iowa
13.	6,686	Southwestern Community College, Creston	Proposal for a Research Grant to Determine the Needs of Merged Area XIV in Relation to the Implementation of a Long Range Plan for Career Education
14.	4,999	Southeastern Community College, Burlington	Area XVI Career Needs and Interest Study
15.	4,347	Northwest Iowa Technical College, Sheldon	Career Needs Assessment for Merged Area IV
16.	4,991	Indian Hills Community College, Ottumwa	Assessment of Employment Opportunities in Family and Community Services in Area XV

KANSAS

State Allotment: $ 99,621 Total Funds Obligated: $ 124,869

Projects Funded: FY 1975
Section 131(b) Part C

Funds Obligated	Grantee or Contractor	Title of Project
1. 290	KSCP-Pittsburg	Surveying plastics industry
2. 20,671	Erie USD #101	R&D Comprehensive Vocational Planning
3. 1,024	KSU-Manhattan	Kansas Manpower Utilization and System Training (K-Must)
4. 1,940	USD #512	Adjusting the readability level of the Dictionary of Occupational titles
5. 60,000	Wichita USD #259	Conceptual base for Industrial Education or Kansas-plan for Industrial Education (K-PIE)
6. 2,340	USD #512	Adjusting the Readability level of the Dictionary of Occupational Titles
7. 950	KSCP-Pittsburg	Pilot program to determine the Educational Heed of Industries in Southeast Kansas
8. 4,329	Erie USD #101	R&D Comprehensive Vocational Planning
9. 33,325	Erie USD #101	R&D Comprehensive Vocational Planning

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KENTUCKY

State Allotment: $ 170,161 Total Funds Obligated: $ 186,698

Projects Funded: FY 1975
Section 131(b) Part C

Funds Obligated	Grantee or Contractor	Title of Project
1. 4,000	University of Kentucky, Lexington	Development of Performance Objectives and Criterion-Reference Measures for V-TECS Project Areas
2. 3,880	Regional Office for Vocational Education, Madisonville	Vocational Education Public Information Program for the Pennyrile Region
3. 17,710	ROPES Region 13, Barbourville	(addendum to) Two Hour Vocational Classess at the Laurel County Area Vocational Education Center
4. 10.950	University of Kentucky, Lexington	Printing and Disseminating Career Education Documents
5. 2,000	State Department of Education	Postsecondary Vocational Education Students in Kentucky: An Analysis Variables Associated with Their Enrollment in Two Types of Institutions
6. 6,408	SACS, Atlanta	Third Party Evluation for Hazard Career Education Region 12
7. 24,960	Western Kentucky University	(continuation) A Field Trial and Analysis of Selected Occupational Guidance Activities with Counselor In-Service Education
8. 8,989	Eastern Kentucky University, Richmond	Identification of Professional Competencies Needed by Vocational Administrators in Kentucky
9. 15,810	Region 13, Barbourville	(continuation) Two Hour Vocational Classes at Laurel County Area Vocational School
10. 4,000	Region II, Madisonville	(continuation) Vocational Education Public Information Program for the Pennyrile Region
11. 87,991	Bureau of Vocational Education, Frankfort	Administration of the Research Coordinating Unit

LOUISIANA

State Allotment: $ 198,233 Total Funds Obligated: $ 89,153

Projects Funded: FY 1975
Section 131(b) Part C

Funds Obligated	Grantee or Contractor	Title of Project
1. 62,891	Louisiana Technical University, Ruston	Louisiana Occupational Training Information System (LOTIS) Phase II
2. 10,200	Jefferson Parish Vocational-Technical School, Metairie	Pilot Program in Dietetic Assistant
3. 6,000	St. Tammany Parish School Board, Covington	Demonstration Program in Vocational Agriculture for 7th and 8th Grades
4. 10,062	St. Tammany Parish School Board, Covington	Demonstration Project for Evaluating the Effectiveness of Vocational Home Economics Students in 7th and 8th Grades

MAINE

State Allotment: $ 51,332 Total Funds Obligated: $ 30,203

Projects Funded: FY 1975
Section 131(b) Part C

Funds Obligated	Grantee or Contractor	Title of Project
1. 14,350	S.A.D. #9, Farmington	The Effects of Selected Instructional Strategies on Learning Efficiency in Vocational/Technical Education Programs Phase II
2. 300	Telstar Regional Hi School, Bethel	A Career Education Mini Course in Health Occupations
3. 368	Orono Hi School, Orono	Cooperative Vocational Education Training Program for Cashiering
4. 655	Livermore Falls Hi School, Livermore Falls	STRIVE-Student Training Realized in Voluntary Exploration
5. 1,278	Boothbay Region Hi School, Boothbay Harbor	Achieving Career Awareness
6. 2,500	University of Maine, Farmington	"Life Coping Skills"
7. 3,000	Southern Maine Vocational/Technical Institute, South Portland	Followup of Building Construction and Machine Tool Technology Graduates of 1970, 1972, 1974
8. 3,100	Kenneth A. Foster Region Vocational/Technical Center, Farmington	Followup of Automotives and Metals Graduates of 1972, 1973, and 1974
9. 4,652	University of Maine, Orono	Establishment of Research Priorities in Post-Secondary Vocational/Technical and Adult Education in Maine for 1975-77

MARYLAND

State Allotment: $ 158,940   Total Funds Obligated: $ 87,214

Projects Funded: FY 1975
Section 131(b) Part C

Funds Obligated	Grantee or Contractor	Title of Project
1. 23,300	Baltimore County Board of Education Overlea Senior High, Baltimore	Project "ACE" - Approaches Education
2. 25,500	Baltimore County Board of Education Western Vocational Technical Center, Baltimore	Career Information Resource Center for Learning Experiences
3. 2,000	Carroll County Vocational/ Technical Center, Westminster	Evaluation of Carroll County Vocational-Technical Education
4. 14,624	University of Maryland, College Park	A Comparison of Work Values Held by Students, Parents and Teachers
5, 21,790	Catonsville Community College, Baltimore	Community Participation in Vocational Course Planning

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MASSACHUSETTS

State Allotment: $ 168,465 Total Funds Obligated: $ 182,713

Projects Funded: FY 1975
Section 131(b) Part C

Funds Obligated	Grantee or Contractor	Title of Project
1. 166,313	Blue Hills Regional Vocational Technical School	Computer Assisted Research for Educational Relevance (Project CAREER)
2. 16,400	Assabet Valley Regional Vocational Technical School	A Diffusion Model for Adult Education (Project E/D Model)

MICHIGAN

State Allotment: $ 367,733   Total Funds Obligated: $ 68,971

Projects Funded: FY 1975
Section 131(b) Part C

Funds Obligated	Grantee or Contractor	Title of Project
1. 68,971	State Department of Education	Research Coordinating Unit Activities

MINNESOTA

State Allotment: $ 172,971 Total Funds Obligated: $ 140,035

Projects Funded: FY 1975
Section 131(b) Part C

Funds Obligated	Grantee or Contractor	Title of Project
1. 99,500	Research Coordinating Unit, University of Minnesota, Minneapolis	Research Coordinating Unit for Vocational Education
2. 40,535	University of Minnesota, Minneapolis	Area School Follow-Up System

MISSISSIPPI

State Allotment: $ 122,672 Total Funds Obligated: $ 186,489

Projects Funded: FY 1975
Section 13 (b) Part C

Funds Obligated	Grantee or Contractor	Title of Project
1. 64,218	Mississippi State University, Mississippi State	Research/Curriculum Unit Support
2. 35,436	Mississippi State University, Mississippi State	Vocational Technical Consortium of States Project (V-TECS)
3. 15,362	University of Southern Mississippi, Hattiesburg	Vocational Developmental Reading Program
4. 20,872	Winona MSSD, Winona	Winona Career Education Project
5. 23,862	Louisville MSSD, Louisville	Louisville Career Education Project
6. 26,739	McComb MSSD, McComb	McComb Career Education Project

MISSOURI

State Allotment: $ 205,618 Total Funds Obligated: $ 174,454

Projects Funded: FY 1975
Section 131(b) Part C

Funds Obligated	Grantee or Contractor	Title of Project
1. 700	Jr. College District of St. Louis	The Demand for and Job Opportunities of Graduages of a Two-Year Curriculum in Occupational Safety Technical in the Metro St. Louis Area
2. 8,702	Central Missouri State University, Warrensburg	Second Year Study of the Inservice Education Model for the Dissemination and Utilization of Career Information in the Elementary School through career clusters
3. 9,884	State Fair Community College, Sedalia	Short-Term Sepcialized Inservice Office Occupations Training Project
4. 575	Willow Springs R-IV School, Willow Springs	Universe Sampling of Missouri Commercial and Purebred Pork Producers to Determine Hiring Receptivity of Trained Swine Technicians from a Postsecondary Intensive Coop Training Program
5. 700	Florissant Valley Community College, St. Louis	The Development of a Multiple Use Evaluative Instrument for assessing the Quality of Child Care Centers Serving as Laboratories for Vocational Programs
6. 700	University of Missouri, Columbia	A Followup Study of Graduates of the Department of Practical Arts and Vocational/Technical Education at the University of Missouri
7. 700	University of Missouri, Columbia	Development of a Bibliography of Curriculum Materials and Equipment Suppliers for Distributive Education
8. 675	University of Missouri, Columbia	Interaction Analysis in the Simulated Teaching Situation vs. the Student Teaching Situation

MISSOURI (CONTINUED)

Funds Obligated	Grantee or Contractor	Title of Project
9. 695	Central Missouri State University, Warrensburg	A Followup Study: Counselor Program at Central Missouri State University
10. 700	Brentwood Public Schools, Brentwood	An Educational Needs and Interest Assessment of Significant Parties in the Brentwood School District
11. 700	State Fair Community College, Sedalia	A Proposal to Assess the Needs of Students in Ten School Districts
12. 12,040	State Fair Community College, Sedalia	A Cooperative Project to Determine the Feasibility of Developing and Testing a Statewide Job Development and Placement Model for Secondary and Post-Secondary Vocational/Technical Students in Selected Areas of Missouri
13. 23,400	Hazelwood School District, Floussant	Missouri Vital Information for Education and Work-Missouri Occupational Training Information System
14. 11,403	Ferguson Reorganized School District K-2, Ferguson	School/Community Career Research Project
15. 17,976	Central Missouri State University, Warrensburg	Selection of Instructional Content for Graphic Arts Education for the Secondary Schools of Missouri as agreed upon by Industrial Leaders and Educators
16. 470	State Fair Community College, Sedalia	Introduction to Individualized Business and Office Materials
17. 14,825	Department of Practical Arts and Vocational Technical Education, Columbia	A Study to Determine the Certification of Standards Required for Local Administrators of Vocational Education
18. 10,715	University of Missouri, Columbia	A Pilot Study on the Feasibility of Competency Testing of Trade Teachers in the State of Missouri

MISSOURI (CONTINUED)

	Funds Obligated	Grantee or Contractor	Title of Project
19.	700	Special School District of St. Louis County, Missouri, Town and Country	Preparation of a Sound-on slide tape as a Media for effectively communicating career information and opportunities available at the two vocational-technical schools of St. Louis County
20.	350	Department of Practical and Vocational Technical Education (Home Economics)	Fit and Flattery for the Over Fifties: Dress Pattern Alterations Related to Physical Characteristics of Older Women
21.	26,894	Central Missouri State University, Warrensburg	Women and Career Options: A Research Project to Facilitate Upward Mobility for Women
22.	7,225	Industrial Education Department S.W. Missouri State University, Springfield	Development of Curriculum Guide Material for an Industrial Arts Course in Home Maintenance & Repair
23.	770	Maryville Area Vocational Technical School, Maryville	The Purposes and Functions of the Area Vocational and Technical School in Industrial Development
24.	1,000	University of Missouri Department of Practical Arts and Vocational Education, Columbia	The Effectiveness of a Combined Vocational Youth Organization Leadership Conference
25.	1,000	Central Missouri State University, Warrensburg	A Comparison of Instructional Approaches to Teaching the International System of Weights and Measures to Elementary School Children with varying mental ability
26.	1,055	University of Missouri, Columbia	Relationships of the Meaning and Value of Work. Job Satisfaction, and Productivity as Perceived by Vocational Education Graduates and Teachers
27.	700	Rock Bridge Senior High, Columbia	Operation Guidance Career Development Unit Workshop

MISSOURI (CONTINUED)

Funds Obligated		Grantee or Contractor	Title of Project
28.	700	School District of Jennings, Jennings	Doctor? Lawyer? Indian Chief?
29.	17,000	University of Missouri, Columbia	Development and Dissemination of a Farm Record and Analysis System
30.	1,500	State Fair Community College, Sedalia	Printing and Dissemination of Competencies, Units of Instruction and Suggested Methods of Use in Developing Agri-Business and Farm Management Curriculums

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MONTANA

State Allotment: $ 35,849 Total Funds Obligated: $ 35,849

Projects Funded: FY 1975
Section 131(b) Part C

Funds Obligated	Grantee or Contractor	Title of Project
1. 5,600	Department of Agricultural and Industrial Education, Montana State University	The identification of competencies common among job tities in agricultural production and agribusiness
2. 30,249	Finance, Planning and Evaluation Component, Office of the Superientendent of Public Instruction, Helena	Information Management System and consultation services to vocational education staff in planning and evaluation

NEBRASKA

State Allotment: $ 67,367 Total Funds Obligated: $ 41,047

Projects Funded: FY 1975
Section 131(b) Part C

Funds Obligated	Grantee or Contractor	Title of Project
1. 20,490	University of Nebraska Board of Regents, Lincoln	Statewide Computerized Model for Determining Occupational Opportunities in Nebraska, 1976 Report
2. 20,557	University of Nebraska, Lincoln	A Determiniation and Validation of Economic Competencies Required of Persons Working in the Distributive Occupations

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NEVADA

State Allotment: $ 19,294 Total Funds Obligated: $ 17,432

Projects Funded: FY 1975
Section 131(b) Part C

Funds Obligated	Grantee or Contractor	Title of Project
1. 17,432	Research and Educational Planning Center, University of Nevada, Reno	Nevada Vocational Research Coordinating Unit

NEW HAMPSHIRE

State Allotment: $ 34,294   Total Funds Obligated: $ 25,695

Projects Funded: FY 1975
Section 131(b) Part C

Funds Obligated	Grantee or Contractor	Title of Project
1. 5,000	Concord Union School District, Concord	Concord Career Education Project
2. 1,430	State Department of Education Fire Service Training, Concord (1974)	Multi-Media Multi-Faceted Approach to Instructing Fire Department Pump Operations
3. 4,000	Claremont School District, Claremont	Project Challenge
4. 1,665	Strafford Learning Center, Somersworth	A Needs Survey: Vocational Education Students with Educational Handicaps
5. 4,000	Keene State College, Keene	HN Needs Assessment Handbook Phase II
6. 400	Contoocook Valley Regional High School, Peterborough	Job Placement Component
7. 4,300	Dover School Dsitrict Supervisory Union District #11, Dover	Performance Skills Profiles for Secondary Vocational Educational Programs
8. 4,900	University of New Hampshire	UNH Resource Center

NEW JERSEY

State Allotment: $ 240,397 Total Funds Obligated: $ 264,326

Projects Funded: FY 1975
Section 131(b) Part C

Funds Obligated	Grantee or Contractor	Title of Project
1. 6,000	Burlington Co. AVTS	Fire Fighting
2. 2,852	Mansfield Township	Technology for Children Study
3. 640	Essex Co. Vocational School	Management Training Program
4. 1,258	Trenton State College	IACP
5. 32,625	Edison Township	Occupational Resource Center
6. 11,600	Rutgers University	Model for Cost Study
7. 14,117	Rutgers University	Children's Orientation to Work
8. 21,200	Asbury Park	Management Information System
9. 550	Lakewood	Career Maturity Among 8th Grade Disadvantaged Students
10. 1,474	Kean College	Effectiveness of Video Tape Instruction
11. 5,000	Margate School District	Basic Career Competency Program
12. 8,240	Stockton State College	Vocational Interest and Maturity Study
13. 2,500	Vineland School District	Cooperative Curriculum Research in Vocational Education
14. 6,728	West Deptford AVTS	Model Office Simulation
15. 23,560	Hudson County AVTS	Curriculum Research
16. 2,500	North Hunterdon Regional	Astronomy Career Course Development
17. 650	Mercer County AVTS	Leadership Behavior of the County Career Education Coordinator
18. 1,150	Rider College	Values and Attitudes of New Jersey DECA Students

NEW JERSEY (CONTINUED)

Funds Obligated	Grantee or Contractor	Title of Project
19. 13,000	Rutgers University	Curriculum Laboratory Project Development
20. 42,000	Rutgers University	Vocational Curriculum Laboratory
21. 1,200	Asbury Park	Career Development Evaluation
22. 4,000	Passaic County AVTS	Pilot Program for Women
23. 9,000	Bridgewater-Raritan	Community Education Planning Model
24. 4,490	Elizabeth	Career Development
25. 1,250	Belvidere	Arboriculture Study

NEW MEXICO

State Allotment: $ 59,664   Total Funds Obligated: $ 59,664

Projects Funded: FY 1975
Section 131(b) Part C

Funds Obligated	Grantee or Contractor	Title of Project
1. 59,664	State Department of Education, Santa Fe	Administrative Costs of RCU

NEW YORK

State Allotment: $ 590,972 Total Funds Obligated: $ 694,240

Projects Funded: FY 1975
Section 131(b) Part C

Funds Obligated	Grantee or Contractor	Title of Project
1. 266,716	State Level Administration	
2. 415,024	Riverside Research Institute, New York City	The Coordination of Program Planning and Evaluation Systems for Occupational Education
3. 12,500	Policy Studies in Education, Inc., New York City	Developing Materials to Aid Statewide Dissemination of Career Education

NORTH CAROLINA

State Allotment: $ 273,440 Total Funds Obligated: $ 80,000

Projects Funded: FY 1975
Section 131(b) Part C

Funds Obligated	Grantee or Contractor	Title of Project
1. 80,000	Tarboro City School, Tarboro	Curriculum Development in Occupational Exploration

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NORTH DAKOTA

State Allotment: $ 33,711   Total Funds Obligated: $ 57,134

Projects Funded: FY 1975
Section 131(b) Part C

	Funds Obligated	Grantee or Contractor	Title of Project
1.	5,500	ND State School of Science, Wahpeton	A Follow-up of Vocational Education Graduates from Trade, Industrial, and Health Programs at the Post Secondary Level in North Dakota
2.	920	Bismarck Jr. College, Bismarck	Agri-Business Learning Activity Audio-Visual Development
3.	600	Dickinson Public Schools, Dickinson	To Field Test a Supervised Occupational Experience Manual
4.	5,190	ND State School of Science, Wahpeton	Developing Multisensory Individualized Study Packages
5.	5,000	Devils Lake Public Schools, Devils Lake	Descriptive Study of Food Service Equipment Used in Different Types of North Dakota Businesses
6.	6,300	University of North Dakota	A Proposal to Develop a Master Plan for Industrial Arts Program in ND Schools-Phase I
7.	4,993	Dickinson Public Schools District #1, Dickinson	Career Awareness Materials and Program for Special Needs Students Phase I and II
8.	574	Valley City State College, Valley City	Development of a Promotional Unit for Unifying Industrial Arts Ideology
9.	14,100	Watford City Public, Watford	A Study to Develop a Course of Study for ND Vocational Agri/Business Programs
10.	695	ND Industrial School, Mandan	Snowmobile Repair and Servicing Audio-Visual Development
11.	13,262	ND State Board for Vocational Education	Research Coordinating Unit Administration

OHIO

State Allotment: $ 452,831 Total Funds Obligated: $ 460,185

Projects Funded: FY 1975
Section 131(b) Part C

Funds Obligated	Grantee or Contractor	Title of Project
1. 9,000	Greene Joint Vocational School District, Xenia	Southwest Ohio Regional Vocational Education Planning Project
2. 10,000	Wyoming City Schools, Wyoming	Development of Occupational Concepts for Education Programs in Grades 11 and 12
3. 220,910	Toledo City Schools, Toledo	Career Development Program
4. 11,366	Ohio FFA Camp Muskingum, Carrollton	All Ohio Vocational Youth Camp Project
5. 9,956	Kent State University, Kent	A Continuation of Evaluation of the Ohio Pre-Postsecondary Program in Grades 11 and 12 in Three Centers

OKLAHOMA

State Allotment: $ 128,832   Total Funds Obligated: $ 128,832

Projects Funded: FY 1975
Section 131(b) Part C

Funds Obligated	Grantee or Contractor	Title of Project
1. 128,832	Division of Research, Planning, & Evaluation, State Department of Vocational & Technical Education	The Relationship of Selected Teacher Characteristics to Program Success A Study of the Validity of Selected Vocational Curriculum Guides A Survey of Manpower Needs in the Data Processing Occupations Occupational Training Information System, Cycle VII A Study of the Needs of Oklahoma Citizens for Information about Vocational-Technical Education A Study of Attrition Factors of Vocational Teachers An Analysis of Oklahoma Health Manpower Needs A Mobility Study of Oklahoma Vocational Graduates from High School An Analysis of Training Needs for Machine Shop Numerical Control Personnel The Development of Individual School Population and Manpower Profiles

OREGON

State Allotment: $ 98,495 Total Funds Obligated: $ 92,237

Projects Funded: FY 1975
Section 131(b) Part C

Funds Obligated	Grantee or Contractor	Title of Project
1. 7,651	Portland Public Schools, Portland	A Creative Career Education Language Arts Program for the Disadvantaged
2. 9,352	Clackamas Community College, Oregon City	Implementation of Integrated Foreign Language and Career Education Program
3. 13,160	Oregon State University, Corvallis	Consortium for Planning, Developing, and Implementing Exploratory Industrial Career Development Models
4. 9,757	John Adams High School, Portland	Applied Research in Career Education
5. 5,546	Grants Pass School District #7, Grants Pass	An Approach to Changing Teacher Attitudes and Updating Teacher Information about Career Education A Research Project in Procedures
6. 1,300	Jackson County Intermed, Medford	Career Awareness Inservice for Educators
7. 500	Klamath County Schools Klamath Falls	Community Involvement with Disadvantaged Students
8. 2,124	Oregon State University, Corvallis	A Review of Vocational Research and Exemplary Projects
9. 26,069	Multnomah I.E.D., Portland	Administrative Costs, Salaries, Travels, etc. for RCU
10. 13,468	State Dept. of Education, Salem	Administrative Costs, Salaries, Operation of Organization Funds, etc. for RCU
11. 3,310	Bend School District, Bend	Guidance Awareness Program: Narrowing the GAP Between Home and School

PENNSYLVANIA

State Allotment: $ 486,280 Total Funds Obligated: $ 442,630

Projects Funded: FY 1975
Section 131(b) Part C

	Funds Obligated	Grantee or Contractor	Title of Project
1.	1,000	The Pennsylvania State University, University Park	The Interrelationships of Preadolescents' Student Characteristics Influencing Selection of Career Exploration Courses
2.	30,272	The Pennsylvania State University, University Park	Development of a Job-Opportunity Based Planning Model for High School Vocational Agriculture Programs
3.	1,000	Pittsburgh City Schools, Pittsburgh	A Study of Intraclass Grouping and Traditional Grouping on Student's Terminal Achievements During the Last Nine Weeks in First Semester Typewriting
4.	2,484	Temple University, Philadelphia	Data Instrument Development for Accounting Program Improvement Study
5.	17,718	The Pennsylvania State University, University Park	An Examination of the Relationship Between High School Experiences of Youth and Success and Satisfaction in Postsecondary Endeavors
6.	31,443	Lancaster-Lebanon I.U. #13, Lancaster	VEMIS Back-Up Facility and Transfer of Functions
7.	61,799	The Pennsylvania State University, University Park	Forecasting the Future Food Service World of Work
8.	16,630	Lancaster Cleft Palate Clinic, Lancaster	The Use of Infra-Sound Therapy with Deaf and Hard-of Hearing Adults
9.	980	Temple University, Philadelphia	An Analysis of the In-Service Education Practices. Procedures and Perceptions of Vocational-Technical Teachers and Supervisory Leaders in AVTS of PA
10.	54,592	Northwest Tri-County I.U. #5, Erie	Continuation and Diffusion of a Model Occupational-Oriented Curriculum

PENNSYLVANIA (CONTINUED)

Funds Obligated	Grantee or Contractor	Title of Project
11. 14,393	Conrad Weiser Area School District, Robesonia	A Career Approach to Natural Resource Management in Wildlife and Recreation
12. 48,565	Butler County Community College, Butler	Nursing and Auxiliary Nursing Articulation
13. 15,510	Schuylkill County AVTS, Pottsville	Home Health Management Assistant
14. 13,564	Mifflinburg Area School District, Mifflinburg	Home Health Management Aide
15. 15,327	Harrisburg City School District, Harrisburg	Prevocational Education Resource Center
16. 2,563	The Pennsylvania School for the Dear, Philadelphia	Vocational-Bicycle Repair
17. 4,718	Hempfield School District, Landisville	Hempfield Pilot Project for EMrs and Regular Class Students
18. 9,501	The Pennsylvania State University, University Park	Evaluation of Three School-Based Job Placement Projects in PA
19. 6,766	Beaver Valley I.U. #27, Monaca	Preemployment for Youth Forestry Camp
20. 6,866	Waynesburg YDC, Intermediate Unit #1, California	Preemployment Preparation for a Youth Development Center
21. 5,656	Capital Area I.U. #15, Lemoyne	Trainable Mentally Retarded
22. 24,207	Perkiomen Valley School District, Schwenksville	Prevocational Awareness
23. 21,546	Grove City Area School District, Grove City	Pre- and Post-Vocational Evaluation Program
24. 2,000	Williamsport Area Community College, Williamsport	Communication Skills Research
25. 613	Central Susquehanna I.U. #16, Lewisburg	Identification of Possible Duplicate Course Offerings at AVTSs and Community Colleges

PENNSYLVANIA (CONTINUED)

	Funds Obligated	Grantee or Contractor	Title of Project
26.	10,027	Abington Heights School District, Clarks Summit	Exemplary Career Resource Center for Grades 5-10
27.	4,233	Allegheny I.U. #3, Pittsburgh	Planning Stage-Job Placement Center
28.	1,378	Berks AVTS-West, Leesport	Guidelines for Establishment of Career Resource Centers and A Guide for Research Activities
29.	6,053	Lehigh University, Bethlehem	Workshop-Career Education for the Handicapped
30.	11,226	The Pennsylvania State University, University Park	A Study of Occupational Mobility in Pennsylvania-Phase I

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RHODE ISLAND

State Allotment: $ 40,958 Total Funds Obligated: $ 79,017

Projects Funded: FY 1975
Section 131(b) Part C

Funds Obligated	Grantee or Contractor	Title of Project
1. 50,000	State Department of Education, Providence	Vocational Education Management - and Information System
2. 29,017	Providence	ICE Investigating Career Education

SOUTH CAROLINA

State Allotment: $ 148,496 Total Funds Obligated: $ 39,005

Projects Funded: FY 1975
Section 131(b) Part C

Funds Obligated	Grantee or Contractor	Title of Project
1. 5,247	Orangeburg	Pre-Vocational Education Career Development Instruments Project
2. 13,758	Clemson	VIEW Equipment Project
3. 20,000	A. D. Link & Associates	Career Cluster Evaluation Design Project

SOUTH DAKOTA

State Allotment: $ 36,171 Total Funds Obligated: $ 36,171

Projects Funded: FY 1975
Section 131(b) Part C

Funds Obligated	Grantee or Contractor	Title of Project
1. 18,870	South Dakota State University	Form Management Program
2. 17,301	University of South Dakota	Research and Statistics

TENNESSEE

State Allotment: $ 206,619 Total Funds Obligated: $ 206,619

Projects Funded: FY 1975
Section 131(b) Part C

Funds Obligated	Grantee or Contractor	Title of Project
1. 112,024	University of Tennessee, Knoxville	Tennessee Research Coordinating Unit
2. 81,000	University of Tennessee, Knoxville	Management Information System
3. 13,595	University of Tennessee, Knoxville	Information Needed for Occupational Entry

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TEXAS

State Allotment: $ 564,605 Total Funds Obligated: $ 390,038

Projects Funded: FY 1975
Section 131(b) Part C

	Funds Obligated	Grantee or Contractor	Title of Project
1.	38,952	EPD Consortium D, Richardson	Identification of Actual Tasks Performed and Relative Amount of Time Spent on Tasks by Vocational Technical Personnel
2.	47,128	Windham School District, Huntsville	General Followup Study
3.	25,548	Texas A&M University, College Station	Employment Opportunities and Training Needs in Agribusiness
4.	60,000	Southwest Texas State University	Development of a Plan for a Competency-Based Industrial Arts Curriculum with Direct Implications for Occupational Education Program Development
5.	12,196	McLennan Community College, Waco	Development of Individualized Supportive Services for Physically and Sensorially Limited Adults at a Postsecondary Area Vo. School
6.	12,966	Angelo State Univ., San Angelo	A Feasibility Study for Vo-Tech Education for the Concho Valley Area
7.	22,178	University of Houston, Houston	The Identification of Texas Anglo, Black, & Chicano Child Rearing and Child Care Practices in Relation to Child Care Career Competencies
8.	14,636	Houston ISD, Houston	A Research Grant for the Development of an Exploratory Program for Grades 8 or 9 in the Cluster of Marketing and Distribution
9.	19,865	University of Houston, Houston	Women in Vocational Education
10.	15,099	University of Texas, Austin	Evaluation of the Texas Supply-Demand System for Vocational Education

Funds Obligated	Grantee or Contractor	Title of Project
11. 7,947	University of Texas Medical Branch, Galveston	Development of Videotapes for Mental Health Associate Programs
12. 19,842	University of Texas, San Antonio	Occupational Analysis of Day Care Workers and Supervisors in the State of Texas
13. 6,280	Dallas County Community College District, Dallas	The Development of Five Individualized Learning Modules for Pre-Service and Inservice Training of Occupational and Technical Administrators
14. 3,494	Laredo Jr. College, Laredo	Production and Implementation of Nursing Audio-Visual Instruction in Spanish
15. 7,155	Austin Community College, Austin	Compilation and Annotation of Information About Current Individualized
16. 7,875	McLennan Community College, Waco	Intensive Training for Teacher Aides Working with Hearing Impaired Children
17. 3,117	Texas A&M University, College Station	Development and Examination of an Instructional Paradigm and Auto-Instructional Materials for Teaching Vo and Pre-Vo Curriculum-Based Concepts to Mildly Retarded Borderline Intelligence, and Educationally Disadvantaged Students
18. 675	Dallas County Community College Dist., Dallas	Occupational-Technical Curriculum Development for Television Instruction
19. 21,704	Education Service Center, Mount Pleasant	Development of Curriculum Materials for Competency-Based Postsecondary Vocational-Technical Teacher Education Programs
20. 24,030	North Texas State Univ. Denton	Development and Evaluation of a Pilot Element in a Statewide Career Education Delivery System

TEXAS (CONTINUED)

Funds Obligated	Grantee or Contractor	Title of Project
21. 54,668	Texas School for the Deaf, Austin	Development of a Career Education Curriculum for Deaf Students at the Texas School for the Deaf
22. 2,930	Texas Women's University, Denton	Development of Instructional Module: Health Care Organizations, Facilities and Personnel
23. 2,211	East Texas State University, Commerce	Application of Systems Analysis Techniques to Vocational-Occupational Curricula Planning
24. 5,626	University of Houston, Houston	Vocational Education in Texas High Schools-An Ethnic Comparison
25. 8,803	Paris Junior College, Paris	Study of Construction Technology Curriculum and Construction Industry Needs
26. 4,102	Texas A&M University, College Station	Study of Manpower Training Requirements for the Texas Agricultural Industry
27. 774	Texas A&M University, College Station	Analysis of Effects of Change in the Basis of Funding Apprenticeship Related Instruction in Public Schools
28. 12,815	Texas State Technical Institute, Waco	Statewide Survey of Current and Future Employment Levels of Licensed Dental Hygienists
29. 15,336	McLennan Community College, Waco	Training in a Summer Camp Selling for Paraprofessionals Working with the Deaf and Hard of Hearing

UTAH

State Allotment: $ 62,746 Total Funds Obligated: $ 72,058

Projects Funded: FY 1975
Section 131(b) Part C

Funds Obligated	Grantee or Contractor	Title of Project
1. 3,421	Utah State University	Sugar Beet Industry Job Survey
	Research Coordinating Unit	Field Test of Utah Vocational Education Evaluation System on Post Secondary level
	Research Coordinating Unit	A Study of the Physical Education, Intramural and Competitive Athletic Programs at Utah Technical College--Provo
	Research Coordinating Unit	An evaluation of the Mobil Assisted Career Education Program for 1974-75
2. 54,321	Research Coordinating Unit	A study to Determine the Extent to which the Guidelines and Standards for Approval of Post-Secondary Vocational-Technical Education programs have been applied in Utah
	Research Coordinating Unit	Evaluation of the Distributive Education Incremental Learning Units
	Research Coordinating Unit	Administrative Expenditures
3. 5,565	Logan School District	The application of career counseling techniques involving teachers, students, and parents in a career guidance program
4. 8,751	Research Coordinating Unit	Indirect Costs

VERMONT

State Allotment: $ 23,232 Total Funds Obligated: $ 17,888

Projects Funded: FY 1975
Section 131(b) Part C

Funds Obligated	Grantee or Contractor	Title of Project
1. 1,494	Hartford School District	Vocational Program Options Study for College Bound Students
2. 3,000	Essex Junction Vo-Tech Center	Program for Teaching Mathematics to Disadvantaged Vocational Students
3. 1,500	Lamoille Union High School	Remedial & Development Reading for Vocational Students Grades 9-12 From Rural & Small Town Background
4. 1,470	Hartford School District White River Junction	Course Development for Wage Earning Home Economics
5. 7,424	Burlington Area Vo-Tech Center, Burlington	Vocational Equipment Amortization Procedure for the Vermont Vocational/Technical Centers
6. 1,500	Burlington Area Vo-Tech Center, Burlington	Distributive Education Curriculum Development
7. 1,500	Burlington Area Vo-Tech Center, Burlington	Evaluation of Testing Material for Use in Career Guidance and Education

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VIRGINIA

State Allotment: $ 226,190 Total Funds Obligated: $ 261,367

Projects Funded: FY 1975
Section 131(b) Part C

Funds Obligated	Grantee or Contractor	Title of Project
1. 1,455	Harrisonburg City Schools	Career Opportunities in Transportation
2. 1,800	Portsmouth City Schools	Design for a One-Semester Curriculum for Exploratory Business
3. 1,353	Appomattox County School Division	A Project to Provide Student Orientation & Public Information on the Vo Ed Program in Appomattox
4, 2,700	Henry County Public Schools	Activities Relating & Selecting Vocational Students
5. 3,000	Russell County Vocational School	Assessment of the Impact of Vocational Medai on Russell County Sophomores
6. 2,250	Washington County Public Schools	Coordinated Curricular Strategies For a Countywide K-12 Vocational Program in Agriculture
7. 2,298	Alleghany County School Board	Teacher Use of Career Counseling Modules in Developing Career Awareness
8. 1,800	County of Albemarle	Five-Year Followup of Albermarle High School Graduates
9. 2,594	Danville Public Schools	The Establishment of Baseline Data on Students Leaving G.W. High School through Graduation or Dropping Out, 1970-74 As a Basis for Future Followup
10. 1,396	New Kent County Schools	Career Development Counseling With Videotape Recording
11. 29,404	State Department of Education	The Development & Implementation of Career Education in the Public Schools of Virginia

VIRGINIA (CONTINUED)

Funds Obligated	Grantee or Contractor	Title of Project
12. 3,600	Virginia Polytechnic Institute and State University, Blacksburg	A Compilation, Preparation, & Distribution of Instructional Materials that Emphasize Positive Work Ethics in Relation to Occupational Choice
13. 544	Virginia Commonwealth University, Richmond	Guidelines & Resources for the Development, Impelemtation, Operation and Evaluation of Local Vocational Ad. Comm. or Councils
14. 1,935	Roanoke City Public Schools	An Evaluation of the Health Careers Programs at Jefferson Senior High School
15. 1,287	Old Dominion University	A Study to Provide Tidewater Area Industrial Arts Teachers with Information Equipment, and Coordinating Agency Necessary for Establishment and Operation of Secondary School Chapters of the Virginia Industrial Arts Student Association
16. 1,655	Wise County Schools	Public Information on Vocational Education
17. 2,932	York County Public Schools	Vocational Inservice for Secondary Guidance Counselors
18. 56,700	Virginia Polytechnic Institute and State University	Developing Performance Objectives and Criterion-Referenced Measures in Vocational Education
19. 39,330	Virginia Polytechnic Institute and State University	Further Development of the Vo Ed Management Information System for Virginia
20. 103,334	Virginia Polytechnic Institute and State University	The Design, Field-Testing, and Implementation of a Curriculum for the Course, "Introduction to Vocations" for Middle Schools and Junior High Schools of the Commonwealth of Virginia"

WASHINGTON

State Allotment: $ 146,436 Total Funds Obligated: $ 144,004

Projects Funded: FY 1975
Section 131(b) Part C

Funds Obligated	Grantee or Contractor	Title of Project
1. 11,335	Upper Yakima Valley Vocational Cooperative	Curricular Change For Teaching Teenage Parents
2. 891	Mercer Island School District #400	Surveying Restaurant Skills Needs to Establish a Food Service Class
3. 1,478	Orting School District #344	Survey & Documentation of Vocational Skills/Needs & Corresponding Job Availability in the Orting School District
4. 21,818	Renton Vo-Tech Institute	Development of an Instrument for Prescribing Compensatory Education for Voc-Tech Trainees
5. 12,938	Washington State University	Resigning Data Gathering Instruments for Vocational Educators
6. 2,872	Highline Community College	Occupational Education Occupational Student Activities Study
7. 51,312	Tri-District Career and Vocational Education Cooperative	SSAVE Small School Alternatives in Vocational Education
8. 600	Monroe Public Schools	Graduate Followup of Our Graduates for the Past 15 Years
9. 14,800	Kent School District	Job Placement & Development Research
10. 4,045	Puget Sound Institute	Developing Management Horizona for Women
11. 2,509	South Bend School District #118	Job Approach to Bookkeeping/ Accounting
12. 2,289	Washington State University	Preparing a Successful Research Grant Proposal
13. 2,011	Shelton School District #309	Coordination Skill Development of Secondary Disadvantaged Students

WASHINGTON (CONTINUED)

Funds Obligated	Grantee or Contractor	Title of Project
14. 1,000	N.W. Plumbing & Pipefitting Industry	Selection Indicators for Applicants In Apprenticeable Trades
15. 1,268	Cashmere School District	Dissemination of C&D Career Education and Research
16. 1,800	Bellingham Vo-Tech Institute	A Project to Determine the Need for Training of Mid-Management Personnel in Whatcom County
17. 1,000	Bellevue Community College	Employment Opportunities for Graduates of Theatre Technology and Theatre Management Programs at the Community College Level
18. 840	Everett Community College	Salary Comparison of Secretarial Graduates with Power Typing Skills
19. 1,775	Zillah School District	Research Planning Grant
20. 2,250	Olympia School District	A Study of Student Characteristics Affecting His Performance in the Use of Individualized Learning Activity Packages
21. 1,000	Bellevue Community College, Bellevue	Research and Development of Metallurgy and Power Supply Instructional Offerings for Community College Welding Students
22. 2,100	Everett Community College, Everett	Relevancy of Forest Technology Programs to Jobs Forest Technicians Perform
23. 1,185	Kennewick School District, Kennewick	Video Articulation and Guidance

WEST VIRGINIA

State Allotment: $ 89,058 Total Funds Obligated: $ 34,458

Projects Funded: FY 1975
Section 131(b) Part C

Funds Obligated	Grantee or Contractor	Title of Project
1. 12,492	West Virginia University	Child Development Curriculum
2. 8,903	Pittsburgh, PA	Associated Education Consultants (Factors Affecting Scheduling)
3. 13,063	Pittsburgh, PA	Policies and Procedures Manual

MD

WISCONSIN

State Allotment: $ 203,282 Total Funds Obligated: $ 242,051

Projects Funded: FY 1975
Section 131(b) Part C

Funds Obligated	Grantee or Contractor	Title of Project
1. 5,540	University of Wisconsin, Stout	A Study of the Transportability and Effectiveness of the UW-Stout CMIS in Individualized Instructional System Based Upon Learning Styles
2. 47,616	Fox Valley Technical Institute, Appleton	Investigating the Interaction of Learning Styles and Types of Learning Experiences and Assessment of Their Impact Upon Learning in Postsecondary Vocational-Technical Education Programs
3. 8,400	Fox Valley Technical Institute	Evaluation of Farm Training
4. 3,128	Western Wisconsin Technical Institute, La Crosse	Evaluation of Metals
5. 1,829	Northeast Wisconsin Technical Institute	Evaluation of Civil Highway
6. 1,493	Madison Area Technical College	Evaluation of Architectural
7. 1,357	University of Wisconsin, Stout	Adult Education Competencies
8. 2,868	University of Wisconsin, Stout	Competencies Common to Two or More Jobs
9. 711	Ohio State University	Assessment of the Impact of the WRCU
10. 10.000	Moraine Park Technical Institute	Comprehensive Manpower Study
11. 20,948	Milwaukee Area Technical College (Joint CESA Project)	Greater Milwaukee Metropolitan Area Career Education Project Office Proposal, Phase III

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WISCONSIN (CONTINUED)

Funds Obligated	Grantee or Contractor	Title of Project
12. 7,154	Southwest Wisconsin Vocational-Technical Institute	Assessment and Determination of Basic Competencies Necessary for Utility Operators Utilizing Ground Water Supplies
13. 1,100	University of Wisconsin, Madison	An Analysis of Secondary School Vocational Agriculture Instructors' Philosophical Positions on Contemporary Educational Issues
14. 25,537	University of Wisconsin, Madison	Secondary Vocational Education Curriculum Resource Unit
15. 4,563	University of Wisconsin, Eau Claire	Office Occupations Classifications
16. 20,947	Cooperative Educational Service Agency (Joint MATC Project)	Greater Milwaukee Metropolitan Area Career Education Project Office
17. 8,046	University of Wisconsin, Stout	Instructional Materials for Industrial Education
18. 14,288	University of Wisconsin, Madison	Information Retrieval Demonstration and Research Project
19. 2,952	University of Wisconsin, Stout, Menomonie	Self-Instructional Slide/Tape Series and NTIS Users: Phase II--Developing Self-Instructional Materials for NTIS Users
20. 1,256	CESA #11	Area "C" Follow-up Study of High School Graduates
21. 5,563	University of Wisconsin, Stout, Menomonie	Guidelines for Planning Industrial Educational Facilities and Equipment K-12
22. 982	Department of Public Instruction, Madison	Curriculum Workshop for Pilot Programs in Agricultural Education
23. 1,439	University of Wisconsin	A Multi-District Planning Consortium and Career Preparation Delivery System

WISCONSIN (CONTINUED)

Funds Obligated	Grantee or Contractor	Title of Project
24. 1,802	Southwest Wisconsin Vocational-Technical Institute	Employmer Evaluation for the Layout and Erection of Agriculture Pole Buildings, Dairy Equipment and Materials Handling
25. 5,259	University of Wisconsin, Stout	An Exploratory Study of the Sociological and Psychological Impacts of Mid-Career Changes for Women
26. 3,807	Gateway Vocational, Technical and Adult Education District	Data Processing Maching Operations Curriculum Evaluation
27. 4,161	Gateway VTAE District	Model for Offering Correspondence Courses through the VTAE System
28. 13,900	Cooperative Educational Service Agency, Waupun	A Comprehensive Regulative Study to Analyze and Recommend Alternative Methods for Implementation of Inter-Dist. Sharing of Vocational Education Programs
29. 4,380	University of Wisconsin, Stout	Manual for Establishing Societal Benefits and Costs of Post Secondary Vocational Education in WI
30. 1,950	Department of Public Instruction	Food Service Workshop
31. 2,506	University of Wisconsin	Architectural Barriers in Wisconsin's VTAE System and the Handicapped
32. 2,000	Western Wisconsin Technical Institute	Mini-Grant Program for Curriculum Research and Innovation
33. 4,569	Southwest Wisconsin Vocational-Technical Institute	Evaluation of Auto Body Curriculum by Utilizing Employer and Graduate Ratings

WISCONSIN (CONTINUED)

	Funds Obligated	Grantee or Contractor	Title of Project
12.	7,154	Southwest Wisconsin Vocational-Technical Institute	Assessment and Determination of Basic Competencies Necessary for Utility Operators Utilizing Ground Water Supplies
13.	1,100	University of Wisconsin, Madison	An Analysis of Secondary School Vocational Agriculture Instructors' Philosophical Positions on Contemporary Educational Issues
14.	25,537	University of Wisconsin, Madison	Secondary Vocational Education Curriculum Resource Unit
15.	4,563	University of Wisconsin, Eau Claire	Office Occupations Classifications
16.	20,947	Cooperative Educational Service Agency (Joint MATC Project)	Greater Milwaukee Metropolitan Area Career Education Project Office
17.	8,046	University of Wisconsin, Stout	Instructional Materials for Industrial Education
18.	14,288	University of Wisconsin, Madison	Information Retrieval Demonstration and Research Project
19.	2,952	University of Wisconsin, Stout, Menomonie	Self-Instructional Slide/Tape Series and NTIS Users: Phase II--Developing Self-Instructional Materials for NTIS Users
20.	1,256	CESA #11	Area "C" Follow-up Study of High School Graduates
21.	5,563	University of Wisconsin, Stout, Menomonie	Guidelines for Planning Industrial Educational Facilities and Equipment K-12
22.	982	Department of Public Instruction, Madison	Curriculum Workshop for Pilot Programs in Agricultural Education
23.	1,439	University of Wisconsin	A Multi-District Planning Consortium and Career Preparation Delivery System

WISCONSIN (CONTINUED)

Funds Obligated	Grantee or Contractor	Title of Project
24. 1,802	Southwest Wisconsin Vocational-Technical Institute	Employmer Evaluation for the Layout and Erection of Agriculture Pole Buildings, Dairy Equipment and Materials Handling
25. 5,259	University of Wisconsin, Stout	An Exploratory Study of the Sociological and Psychological Impacts of Mid-Career Changes for Women
26. 3,807	Gateway Vocational, Technical and Adult Education District	Data Processing Maching Operations Curriculum Evaluation
27. 4,161	Gateway VTAE District	Model for Offering Correspondence Courses through the VTAE System
28. 13,900	Cooperative Educational Service Agency, Waupun	A Comprehensive Regulative Study to Analyze and Recommend Alternative Methods for Implementation of Inter-Dist. Sharing of Vocational Education Programs
29. 4,380	University of Wisconsin, Stout	Manual for Establishing Societal Benefits and Costs of Post Secondary Vocational Education in WI
30. 1,950	Department of Public Instruction	Food Service Workshop
31. 2,506	University of Wisconsin	Architectural Barriers in Wisconsin's VTAE System and the Handicapped
32. 2,000	Western Wisconsin Technical Institute	Mini-Grant Program for Curriculum Research and Innovation
33. 4,569	Southwest Wisconsin Vocational-Technical Institute	Evaluation of Auto Body Curriculum by Utilizing Employer and Graduate Ratings

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WYOMING

State Allotment: $ 16,199 Total Funds Obligated: $ 11,202

Projects Funded: FY 1975
Section 131(b) Part C

Funds Obligated	Grantee or Contractor	Title of Project
1. 197	Laramie County School District-Pine Bluffs	Occupational Facilities and Building Survey
2. 588	Teton County School District, Jackson	Summer Diversified Occupational Program
3. 2,000	Converse County School District, Douglas	Agriculture-Dissemination
4. 4,500	Goshen County School District, Torrington	Comprehensive Occupational Study Program
5. 257	Sheridan County School District, Clearmone	Evaluation of Small Community Vocational Education Programs
6. 1,000	Washakie County School District, Worland	Facilities Study
7. 2,660	Laramie County Community College, Cheyenne	Mini workshop in Elementary Construction

AMERICAN SAMOA

State Allotment: $ 1,404 Total Funds Obligated: $ 1,404

Projects Funded: FY 1975
Section 131(b) Part C

Funds Obligated	Grantee or Contractor	Title of Project
1. 1,404	Board of Higher Education Community College of American Samoa, Pago Pago	Combine with Part D to form Career Guidance Project

GUAM

State Allotment: $ 4,486 Total Funds Obligated: $ 8,166

Projects Funded: FY 1975
Section 131(b) Part C

Funds Obligated	Grantee or Contractor	Title of Project
1. 8,166	Division of Career and Occupational Education, Agana	Career Resource Centers for Junior High Schools

PUERTO RICO

State Allotment: $ 141,182 Total Funds Obligated: $ 176,182

Projects Funded: FY 1975
Section 131(b) Part C

Funds Obligated	Grantee or Contractor	Title of Project
1. 35,000	Department of Education Vocational, Technical, and High Skills Education Programs, Hato Rey	
2. 33,532		Included in the Administration Budget of the RCU to complete administration expenses
3. 1,468		Added to the Budget of the Project for the Establishment of a Management Control System for the Vocational and Technical Education Program
4. 71,167		Increased and maintained support of the Research Coordinating Unit to continue providing for research and research related activities, exemplary and pilot projects, curriculum development, planning and reports and data analysis
5. 10,000		Conducted a follow-up study of Vocational and Technical Education Graduates, 1973-74
6. 10,000		Conducted an Evaluation Study of the Health Related Occupations Program in terms of an occupational labor market analysis for training needs and curriculum development
7. 3,000		Concluded the project Business Vocabulary Count in the Spanish Language
8. 15,000		Continued Phase II of the project Establishment of a Management Control System for the Vocational and Technical Education Program using the PERT Technique

PUERTO RICO (CONTINUED)

Funds Obligated	Grantee or Contractor	Title of Project
9. 20,000		Continued Occupational Demand Analysis and Occupational Enrollment Projections in terms of Occupational Demand for the Vocational and Technical Education Programs
10. 2,150		Continued the Study of Training Needs for Specialized Vocational Agriculture in Puerto Rico
11. 9,865		Continued supporting preservice and inservice training programs for professional development of vocational personnel

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TRUST TERRITORY

State Allotment: $ 4,592 Total Funds Obligated: $ 4,773

Projects Funded: FY 1975
Section 131(b) Part C

Funds Obligated	Grantee or Contractor	Title of Project
1. 4773	Ponape Agriculture Trade School	Agriculture Text Book Research

VIRGIN ISLANDS

State Allotment: $ 2,954   Total Funds Obligated: $

Projects Funded: FY 1975
Section 131(b) Part C

Funds Obligated	Grantee or Contractor	Title of Project

NO PROPOSALS RECEIVED

ACCESSION NUMBER: VT102949

TITLE: DISCRIMINATORY FACTORS OF SOCIAL ADJUSTMENT FOR TRANSITIONAL STUDENTS.

PERSONAL AUTHOR: HANSEN, LARRY JAMES; ALLEN, JANE B.

DESCRIPTOR: *RESEARCH; *SPECIAL EDUCATION; *SOCIAL ATTITUDES; *BEHAVIOR RATING SCALES; *LEARNING DIFFICULTIES; CORRELATION; SOCIAL ADJUSTMENT; ATTITUDE TESTS; HANDICAPPED STUDENTS; COMPARATIVE ANALYSIS; JUNIOR HIGH SCHOOLS; GRADE 7; GRADE 8

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ABSTRACT: THE PURPOSE OF THIS RESEARCH WAS TO DETERMINE THE USEFULNESS OF SULLIMAN'S SCALE OF SOCIAL INTEREST AS A KEY VARIABLE IN COMBINATION WITH OTHER VARIABLES IN DIFFERENTIATING BETWEEN TRANSITIONAL AND NONTRANSITIONAL STUDENTS. THE OTHER VARIABLES WERE POTENTIAL ACHIEVEMENT, READING LEVEL, SEX, AGE, MARITAL STATUS OF PARENTS, AND FAMILY CONSTELLATION. TRANSITIONAL STUDENTS WERE DEFINED AS THOSE ENROLLED IN THE SPECIAL EDUCATION PROGRAM OR WHO WOULD BE ENROLLED IF THERE WERE SUFFICIENT FUNDS AND STAFFING. NONTRANSITIONALS WERE DEFINED AS THOSE ENROLLED IN A REGULAR DEPARTMENTALIZED PROGRAM. SIXTY-TWO TRANSITIONAL AND 356 NONTRANSITIONAL 7TH AND 8TH GRADE STUDENTS FROM ONE JUNIOR HIGH SCHOOL MADE UP THE SAMPLE. DATA WERE OBTAINED FROM A MODIFIED VERSION OF THE SULLIMAN SCALE, WHICH CONSISTS OF 50 TRUE-FALSE ITEMS CATEGORIZED ACCORDING TO STATEMENTS DEALING WITH THE INDIVIDUAL'S SELF-PERCEPTION, HIS PERCEPTIONS OF OTHERS AND RELATIONSHIPS WITH OTHERS, AND OF THE ENVIRONMENT. MULTIPLE REGRESSION ANALYSIS WAS PERFORMED. THE SIGNIFICANT VARIABLES WERE FOUND TO BE POTENTIAL ACHIEVEMENT, READING LEVEL, AND AGE. THE DIFFERENTIATING FACTOR ON THE SULLIMAN SCALE WAS SELF-CONFIDENCE AND OPTIMISM IN ONE'S VIEW OF THE WORLD. A SAMPLE INSTRUMENT, SUPPLEMENTARY TABLES, AND A LIST OF REFERENCES ARE APPENDED. (NJ)

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DISCRIMINATORY FACTORS OF SOCIAL ADJUSTMENT FOR TRANSITIONAL STUDENTS

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BUDGET

PERSONNEL		
Project Director (L.J. Hansen) Project Assistant (Jane B. Allen)		
TESTING SERVICE -- OPSCAN		
Furnish IBM sheets, score scale and two subscale scores for pre- and post-test data for 416 students		
Transfer ID data and scale scores to IBM cards and tapes		125.10
CONSULTANT		
Specialist in Multiple Regression and manipulating computer programs. 25 hours at $10/hr.		250.00
SUPPLIES		
Preparation and duplication of manuscript		85.90
	Sub-total	461.00
INDIRECT COSTS	(8% of TDC)	39.00
	TOTAL	$ 500.00

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ABSTRACT

DISCRIMINATORY FACTORS OF SOCIAL ADJUSTMENT FOR TRANSITIONAL STUDENTS

by

JANE B. ALLEN

The purpose of this exploratory study was to determine the usefulness of Sulliman's Scale of Social Interest (Sulliman, 1973), as a key variable combined with other relavent variables: potential achievement, reading level, sex, age, SES, marital status of parents', family constellation, social interest, subscale 1 and subscale 2, in differentiating between transitional and non-transitional students.

The sample in this study consisted of 416 students from a public junior high school. Included in this sample were 192 females and 224 males in grades seven and eight. Eight seventh grade females, twenty-six seventh grade males, ten eighth grade females and eighteen eighth grade males were identified transitional students, totaling sixty-two. Of the 356 non-transitional students: ninety-four were seventh grade females, ninety were seventh grade males, eighty were eighth grade females and ninety-two were eighth grade males.

The identified transitionals were those students who were not in the program because of insufficient facilities and staff and those students who participate in the program. The potential transitionals have been identified by staff and counselors as students who would be in the program if expanded. The non-transitional students were those students in a departmentalized program, in which seperate classes are provided for each subject field.

Data for this study was obtained through utilization of a true-false questionnaire, based on Sulliman's scale of social interest and scored on IBM answer sheets. Included on the answer sheets were additional questions pertaining to the students' personal background. The questionnaire was administered by the English Department, facilitating maximum student coverage.

Sulliman's scale is comprised of fifty true-false statements regarding social interest which can be categorized under three major heading: 1) statements dealing with the individual and how he perceives himself, 2) statements having to do with the individual's perception of others and his relationships with others, and 3) statements having to do with the individual's perception of the environment; the world around him. Subscales were also developed by the use of factor analysis. These subscales were termed "concern for and trust in others," and "confidence in oneself and optimism in one's view of the world."

Multiple regression analysis was performed as the method of analyzing the collective and seperate contributions of each independent variable (X_i) to the variation of the dependent variable (Y).

With the fourteen variables a stepwise regression was performed, entering the variables in order of assumed importance. The variables were so entered to test the usefulness of Sulliman's Scale of Social Interest (Sulliman, 1973), as a key variable combined with other independent variables - potential achievement, reading level, sex, age, SES, parent's marital status, and family constellation in differentiating between indentified transitionals and non-transitional students.

The significant variables were potential achievement, reading level, subscale 2, MS2, and age. The multiple correlation coefficient (R) was .49341 and its square (R^2) was .24641. The F ratio was 22.254, which, at 6 and 404 degrees of freedom is significent at a α=.05 level of confidence. Approximately 24.8 percent of the variance is accounted for by the five variables.

There has been a continuous search in education for a method of identifying students with special needs. Traditionally potential achievement and reading scores have been utilized as the primary determinants of students with special needs. This method has been successful in differentiating the more obvious special academic needs but have many times failed to differentiate the students with socialization problems. Socialization is one of the primary functions of education. This study has been an attempt to determine the usefulness of a social interest scale as a key variable in the identification of those students whose special needs may be social as well as academic.

CHAPTER I

INTRODUCTION

Statement of the Problem

There is a current need for educational programs to effectively deal with those students who do not function well in the confines of a normal classroom. These students with special needs can be defined as transitional students who have academic, social, socio-economic, emotional, or certain other problems. The potential consequences of these needs not being met are academic failure, behavioral problems and social maladjustment.

The basic purpose of the contemporary special education class is to provide a program for so-called transitional students who because of emotional needs and/or academic deficiencies do not function adequately within the confines of the normal classroom situation. Generally a student suffering from a physical handicap would not be considered for this transitional class unless the handicap prevents the student from learning.

Generally, the departmentalized classroom (conventional classroom) is defined as the use of strict subject fields and curriculum organization, in which seperate classes are provided for each subject field.

The transitional classroom is defined as a modified self-contained classroom in which the students are channeled into some departmentalized classrooms when they have attained a sufficient level of proficiency in certain subject areas.

Unfortunately, special education personnel can find little support in the research literature to justify special education programs. Gottlieb and Buddoff (1972) contend that assigning a stigmatizing label to a child creates an undesirable situation. The label acts to indicate that the child is somehow different and is to be excluded from his modal group of peers. Since, as Goodenough (1956) has indicated, one basic need of children is the need to belong, to be considered as one of the group, the exclusion of a child by virtue of a particular label increases the feeling of stress beyond whatever handicapping conditions he may already possess.

It has also been hypothesized that individuals who are shunted into a particular group as a result of being labelled negatively, tend to engage in role behaviors that are designed to reflect the characteristics of that group and solidify their position in the group. For example, Guskin (1963) has argued that mentally retarded children might manifest nonachievement, lack of control and helplessness behaviors because they are behaviors expected of mentally retarded individuals.

Thus, theoretical argument is advanced that the assignment of a child to a deviant group could result in his behaving in conformity with his newly ascribed status.

According to Adler (1956), the development of "social interest" depends on the degree and extent of belonging. The desire to be a part of the group is basic to all human beings. Because of the primacy of the desire to be an accepted, participating member of the group, the most painful experience for any child -- as for any adult -- is the feeling that he is inferior to others. Any hardship, tragedy, pain, and inconvenience is relatively tolerable as long as it does not imply a lowering of social status. Only then is the feeling of belonging to the group impaired. Not to belong could be one of the greatest hardships for any human being because the resulting inferiority feelings inhibit or restrict the development of social interest (Dreikurs, 1964).

The term "social interest" is a translation of the German word Gemeinschaftsgefühl. This expression is the one which Adler perferred, although translators have offered other terms to represent its equivalent such as social feeling, community feeling, fellow feeling, sense of solidarity, community intuition, community interest, and social sense (Adler, 1956). According to Adler's Individual Psychology (1956), man is a social being and can fully function only within a group. As long as a person feels that he belongs, he can devote his energies to meeting the needs of the situation. When social interest is fully developed, it implies not only the awareness of having a place, but also the ability to play a constructive part in life. According to Dreikurs (1964), deficiency in the development of social interest restricts social function.

This is an exploratory study that will attempt to determine the usefulness of Sulliman's Scale of Social Interest (Sulliman, 1973), as a key variable combined with other relavent variables (i.e. sex, SES-socioeconomic status, reading scores, potential achievement, parents' marital status, etc.) in differentiating between transitional and non-transitional students. The sample utilized in the development of Sulliman's Scale of Social Interest were high school students. However, Sulliman indicated that application of the scale need not be restricted to high school population. Hopefully, early identification of transitional students could lead to measures that could prevent their failure in the conventional classroom and stimulate their success academically and socially.

Theoretical Framework

Alfred Adler's theory of Individual Psychology has been summarized by the Ansbachers (1956) as follows:

1. Behind all human activity, there is one basic force which prevails. This is the striving from a position of inferiority to superiority, from a felt minus situation to a felt plus.

2. The striving of an individual is always towards a goal; behavior is purposive. Although biological and environmental factors may effect the exact nature of the goal, it is in the last analysis the unique creation of the individual.

3. The individual does not fully recognize or understand the goal. The part which is not comprehended by the individual is Adler's definition of the unconscious.

4. The goal, being the final cause, is the ultimate independent variable.

5. The psychological processes of an individual form an integrated whole from the point of view of the goal. This self-consistent personality structure is what Adler has termed the "style of life."

6. All apparent psychological categories are actually part of a unified system and are not discrete and separate entities.

7. Objective determiners such as environmental factors, biological factors, and past history are not the direct cause of the goal itself, but rather are relative to the goal idea.

8. Every psychological process is influenced by the individual's opinion of himself. The way in which a person sees himself and his environment is termed his "apperceptive schema."

9. It is not possible to consider the individual apart from the social situation in which he lives.

10. The important problems of an individual, which include drive satisfactions, become social problems as well.

11. The individual is socialized not at the cost of repression but rather through the development of an innate human ability. It is this ability which Adler calls "social interest."

12. Maladjustment is characterized by an underdeveloped social interest and an exaggerated concern for superiority as well as a lack of cooperation.

In further reference to social interest, Adler (1969) believes man is continuously transacting with the world around him, most importantly with his fellowman. Man has an innate aptitude for social interest (Gemeinschaftsgefühl). This aptitude must be consciously nurtured, but Adler does not imply any intrinsic conflict between man and his society.

The three important life problems -- occupational, social and sexual -- are all actually social, and require for their successful solution a well-developed social interest (Adler, 1969). The individual's goal of success, then, will include the interest of others and, ultimately, of all mankind; it will be a socially useful goal, in line with an ideal community of the future.

Rationale for Hypotheses

It is assumed that the initial goals of any child in the school system involve some degree of personally defined success in academic achievement and social acceptance. Thus, it is postulated, that failure, particularly repeated failure, in either of these areas could have negative consequences for the child's self-concept and may foster serious social maladjustment (Dreikurs, 1964).

There is much concern about the placement of maladjusted students in special education classes. The concern is with the consequences of such practices for the child including lowered self-concept, rejection by peers, social maladjustment, academic non-achievement, and effects of labeling. Towne and Joiner (1966) posited that placement in a special class has a detrimental effect on student's perception of their academic ability and that the change in these self-perceptions might account for the failure of these students to achieve as well in special classes as might be expected. The numerous effects of disability labeling probably have serious debilitating effects on the students self-image (Goffman, 1965; Meyerowitz, 1965). Gottlieb and Buddoff (1972) state that assigning a stigmatizing label to a child creates an undesireable situation. The label acts to indicate that the child is somehow different and is to be excluded from his modal group of peers. Professional educators should question the justification for continued use of special education classes in light of the absense of demonstrated validity, positive research results and the arguments alluded to above.

There is a noticeable lack of SES, marital status of parents and family constellation background information in the current available literature on transitional students. This research attempts to distinguish new variables which may be applicable in differentiating students with special needs: SES, marital status of parents, family constellation, and social interest. These new variables combined with potential achievement, reading level, sex, age and grade may be more accurate in identifying those students with special needs. Once these students with special needs can successfully be identified, their needs might be met in a conventional classroom.

In view of the above the following hypothese have been formulated and stated in the null form:

(H_1) There is no significant difference between identified transitional students as compared to non-transitional students on mean scores of social interest.

(H_2) There is no significant difference between identified transitional students as compared to non-transitional students on mean scores of subscale 1 of social interest. Subscale 1 is "concern for and trust in others."

(H_3) There is no significant difference between identified transitional students as compared to non-transitional students on mean scores of subscale 2 of social interest. Subscale 2 is "confidence in one's self and optimism in one's view of the world."

(H_4) There is no significant difference in mean scores of potential achievement between identified transitional and non-transitional students.

(H_5) There is no significant difference in mean scores of reading level between identified transitional and non-transitional students.

(H_6) There is no significant difference in mean scores of SES between identified transitional and non-transitional students.

(H_7) There is no significant difference in the ratio of males to females in identified transitional versus vs. non-transitional students.

(H_8) There is no significant difference in age category between identified transitional vs. non-transitional students.

(H_9) There is no significant difference by grade between identified transitional students on mean scores of social interest.

(H_{10}) There is no significant difference by grade between non-transitional students on mean scores of social interest.

(H_{11}) There is no significant difference in category of parents' marital status of identified transitional vs. non-transitional students.

(H_{12}) There is no significant difference in family constellation category of identified transitional vs. non-transitional students.

CHAPTER II

REVIEW OF LITERATURE

The literature relevant to this study is found in two main areas: 1) interpretations and definitions of social interest and 2) special education. In the first section, Adler's concept of social interest will be reviewed along with other authors and their tenets.

1. Social Interest

The term "social interest" is a translation of the German word Gemeinschaftsgefühl which unfortunately is difficult to translate. Ansbacher and Ansbacher (1965) indicate that social feeling is an acceptable translation of the German term. In the last paper which was written by Adler in English (1937, p.777), he declared:

> As I pointed out before, all the problems of life have a strong social value. The individual has to be prepared for a right, normal, worth-while and successful solution. It means that he has to possess a sufficient degree of social interest. Therefore, the brick which we call 'inherited possibility of social interest' must be made living and working. Such a state of mind and attitude give him more than a feeling of social interest; he behaves as a part of the whole of mankind, he feels at home in a conception as near as possible to the real world, he has courage and common sense, which are social functions, frustrated among all failures. He is ready to accept disadvantages of our social life and is a good loser whenever disadvantages cross his way. He is and

> wants to be the master of his fate with an effective regard for the welfare of others.

Adler further believed lack of social interest is equivalent to being oriented towards the useless side of life. The individuals who lack social interest are the failures in life such as neurotics, psychotics, criminals, drunkards and problem children. These individuals have built a lifestyle in which it is clear that social interest is lacking because when an individual is insecure, he is always concerned more with himself than anyone else (Adler, 1935A). Social interest is not innate but is rather a potential which must be developed within a person (Adler, 1929A).

The concept of social interest was not intended by Adler to be confined to one place, group, or time for Adler saw the goal of social interest as the perfection of an ideal society involving the whole of mankind living together in harmony while realizing the full potential of humanity (1938). So important and universal is the concept that it is referred to as "the barometer of the child's normality" (Adler, 1956A).

In healthy development "the ineradicable will to superiority is united with social feeling, and issues in courageous and optimistic activity upon the useful side of life" (1929A). However, he finds that neurosis is the logical development "of an individual who is comparatively inactive, filled with a personal, ego-centric striving for superiority, and is therefore retarded in the development of his social feelings" (1935B), for striving on the useless side of life is not to strive for true success.

Dreikurs has also attempted to explain what is meant by Gemeinschaftsgefühl. He has indicated that the term can roughly be translated as a "sense of communion, of feeling that one is embedded in the stream of life, of concern for the welfare of others" in addition to social interest. Dreikurs places social interest, confidence in others, sense of equality, and courage at one end of the continum with hostility, distrust, suspicion, inferiority feelings, and fear at the other end. In conjunction, Nikelly (1962) states that "this term not quite adequately translated as social feeling or social interest, implies belongingness, cooperation, responsibility towards society."

The sense of belonging, of feeling that one is a part of a larger whole comprised of other individuals is expressed by Adlerians in numerous publications; Dreikurs and Grey, 1968; Dreikurs, 1964; Dinkmeyer, 1971). It is impossible to understand the concept of social interest without reference to Adler's motivational construct. In Adler's later writings (e.g., Adler, 1956), man is seen as striving toward perfection as a result of feelings of incompleteness. Adler calls this striving for superiority, which is very similar to the existential construct of becoming (May, 1961; 1969); Jung's (1959) self-actualization and individuation; and Kelly's (1955) view that life is constant growth and motion. In essence, to Adler, man is a constantly emerging being.

Growth, then is also included within the concept, and as Ansbacher (1968) points out, the similarity between Maslow's (1954,1962) conception of the essential characteristics in self-actualizing people and Adler's "social interest" are great. Both imply an active striving,a continued growth toward a never to be fully realized perfection. Mosak and Shulman (1951) likewise share the emphasis on the continuous expansion and development of the individual. Ansbacher (1968) also surveyed some of the writings of Ralph Barton Perry (1959), Martin Buher (1923) and John Stuart Mill (1936) and concluded that the consensus of these authors on the definition of social interest is no longer an actual object, such as people, animals, plants, and inanimate objects, but a life process further describing it as an "interest in the interests of mankind."

In conclusion of the interpretations and definitions of social interest, there is no exact or universal definition of social interest agreed upon by all authors.

2. Special Education

A society's educational system tends to reflect the underlying political philosophy of that society. In a democracy, education reflects the belief that the state exists for the welfare of the individual. Because of this philosophy special education classes have increased tremendously in the past fifty years. A factor contributing to the dynamic growth of the special class movement has been greater public interest as shown by increased financial support, both locally and nationally. Closely aligned with the increased concern has been the increased acceptance of the belief that special educational experiences might positively alter the academic performance, personal development, and social adjustment of these students.

In many communities, special education classes have been forced to broaden their scope as well as to increase their population. This has not been due to an unprecedented increase in the number of handicapped children being born, but rather as a result of general education programs being unable to cope with special group of students functioning at a lower level of efficiency in their schools. These young people have been identified by many different titles: culturally disadvantaged, low achievers, emotionally disturbed, culturally deprived, transitional etc. Delaney and Delaney (1970) define persons with special needs as those who have academic, social, socio-economic, emotional or certain other problems which may result in their dropping out of school. Children with special needs usually have records of repeated failure behind them. Most are three to eight years behind their classmates in verbal skill, and many, because of boredom and confusion, are behavior problems (Delaney and Delaney, 1970).

Although the current trend has been to set up special classes to meet their needs, research has not provided unqualified justification that these needs are being met through special education classes. The following review will exemplify the problems that special education classes have been confronted with.

One great concern of special education classes is the students academic achievement. Reviews of studies on the efficacy of special class placement have concluded that students in special classes do not exhibit greater academic achievement than those remaining in regular classes. In fact, the reviews consistently suggest that special class placement may even hinder academic achievement (Sparks and Blackman, 1965).

Numerous considerations have been explored in an effort to account for the discouraging results. Heber (1964) notes that studies prior to 1964 suffer many methodological weaknesses. Among these are: investigators matched students who have already been placed in regular or special classes on a few attributes whereas important differences may have existed between the groups of students in regard to other variables; comparisons were made between children who had failed in regular classes for several years before being placed and children who remained in regular classes; many of the children in studies had only been in a special class for one year; the "treatment" or delineation of special classes in regard to organization, teacher competency, and method, were not specified; and many studies improvised their own instruments which may have questionable reliability and validity.

Recognizing the limitations of the previous studies, Goldstein, Moss and Jordan (1965) conducted a four year study to determine the relative effects of the special class upon intellectual development, academic achievement, and social and personal adjustment. By using random assignment of first grades, specifiying the treatment, and extending the study for four years, many of the methodological difficulties of previous studies were eliminated. However, at the end of the four year period, there was not a significant difference in academic achievement between students in the regular classes and students in special classes. The results concerning personal adjustment seemed to favor the experimental groups, however, these findings were not unequivocal (Goldstein, Moss and Jordan, 1965). Thus, probably the most definitive study to date (Blackman, 1965) resulted in the same "negative" findings as previous studies.

Thurstone (1959) has proposed a number of other possible explanations. Among these are: handicapped children profit from the stimulation provided by normal children in the regular classroom; mentally handicapped children's motivation is reduced when they are placed in a special class; and the emphasis of the special class is not on academic achievement. Johnson (1962) dismisses the first two alternatives and concurs with the latter explanation. He suggests that the regular class is academically oriented and the teachers in regular grades are continuously attempting "to bring all children up to grade level." Special education teachers, in turn, are the products of three decades of teacher preparation programs which have emphasized "disability" and the necessity for creating an environment for the development of emotional health rather than for academic achievement. The result is that there is less pressure and emphasis on learning than in the regular classes.

Although these studies indicate that the emphasis in special classes is on emotional health, Rhodes (1970) does not feel that special education classes can be justified even in this respect. He concluded that the socially maladjusted child probably tends to lose more than he gains in an overall sense from segregation because he is removed from a context where socially acceptable behavior is the norm, i.e. the ordinary class or school, and placed in a situation where unordinary behavior is the norm.

Another line of argument supporting the contention that classes for maladjusted children are not justifiable is the labeling process -- of who labels children and how they are labelled and with what effects. It is generally assumed that assigning a stigmatizing label to a child creates and undesireable situation. The label acts to indicate that the child is some how different and is to be excluded from his modal group of peers. As previously noted, Goodenough (1956) has indicated that one basic need of children is the need to belong and to be considered as one of the group. Therefore, the exclusion of a child by virtue of a particular label increases the feeling of stress beyond whatever handicapping conditions he may already possess. Thus, the theoretical argument is advanced that the assignment of a child to a deviant group results in his behaving in conformity with his newly ascribed status.

This view of the effects of labeling indicates that three components need to be considered: 1) the effects of the actual disability, 2) the accompanying stress which results from the disability, and 3) the role behaviors adopted by the child as a function of being ascribed a new status.

Becker (1964) has described this process as a formal confrontation between the deviant suspect and the representatives of the community where judgement is passed concerning the nature of the deviancy. This is followed by an act of social placement, assigning the deviant to a special role which redefines his position in society. The outcome of the process is twofold, both of which may be subsumed under what Merton (1957) has termed the "self-fulfilling prophecy".

On the societal level, in contrast to the ceremony by which an individual is ushered into the deviant position, there is no comparable public ceremony which marks his movement back out of the role and in the eyes of others he remains a deviate (Becker, 1966). On the individual level, the interaction sequence follows the pattern described by Mead (Lorber 1967): social label, self-label, awareness of societal reaction, performance, social label, revision of self-label, performance of role implied by social label. The result, in short, is that the exclusion of the deviant from participation in conventional groups and ordinary means of carrying on the routine of everyday life open to most people causes a drastic and often irreversible change in his public identity which is eventually assumed as a self-image (Becker, 1966). His performance, then, becomes congruent with the "others" definition of the deviant.

In examining the effects of these disability labels on the attitudes and expectancies of teachers Rosenthal and Jacobson (1966) found a direct relationship between teacher expectations and student productivity. To extrapolate from this study, we must expect, that labelling a child "special" reduces the teacher's expectancy for him to succeed. Secondly, in examining the effects of these disability labels on the pupils themselves, Goffman (1961) has described the stripping and mortification process that takes place when an individual is placed in a residential facility. Meyerowitz (1965) demonstrated that a group of educable mentally retarded pupils increased in feelings of self degradation after one year in special classes. More recent results indicate that special class placement, instead of helping such a pupil to adjust to his neighborhood peers, actually hinders him (Meyerowitz, 1967). While much more research is needed, we cannot ignore the evidence that removing a handicapped child from regular classes for special education probably contributes substantially to his feeling of inferiority and problems of acceptance.

Reger, Schroeder and Uschold (1968) quote a result of labeling and special educational placement.

> "Special educational programming faces a critical danger today in becoming the vehicle of preventing change in the general curriculum. It is becoming increasingly easier, as programs multiply and our alertness to problems sharpens, to remove children who do not fit the general curriculum rather than to think in terms of making changes in the general curriculum to accomodate the child. If a school believes that its curriculum program is adequate it will never be proven wrong as long as any child who is unable to fit the pattern is removed and placed in a special educational program. If a child and his curriculum are not aligned with each other we can label the child and remove him." (p.13)

Evidence from efficacy studies would suggest, then, that we need to find better ways of serving children with maladjustment and associated learning disorders than by placing them in special classes. While much more research is needed, we cannot ignore the evidence that removing a handicapped child from regular classes for special education probably contributes substantially to his feelings of inferiority and problems of acceptance.

CHAPTER III

PROCEDURE

Population

The population from which the sample in this study was taken consisted of 416 students in a public junior high. The school is part of the Rockingham County school system in New Hampshire. Included in this sample are 192 females and 224 males in grades seven and eight. The samples consists of 356 non-transitional and sixty-two identified transitional students'. Of the 356 non-transitional students: ninety-four were seventh grade females, ninety were seventh grade males, eighty were eighth grade females and ninety-two were eighth grade males. Of the sixty-two identified transitional students: eight were seventh grade females, twenty-six were seventh grade males, ten were eighth grade females, and eighteen were eighth grade males (Table 1). This school was chosen for this study due to the utilization of transitional classrooms.

TABLE 1

Sample Size of Non-Transitional and Identified Transitional Students

	Non-Transitional Students			Identified Transitional Students		
	Females	Males	Total	Females	Males	Total
7th	94	90	356	8	26	62
8th	80	92		10	18	

The identified transitionals are those students who are not in the program because of lack of facilities and teachers and those students who participate in the program. The students not participating in the program have been identified by staff and counselors as potential transitional students, who would be incorporated into the program if facilities and faculty were not limited. The eligibility for students in this special class is the following: (all of the below does not necessarily apply to each student in the program) (Denning, 1974).

1. Student has been a severe discipline problem over the years.
2. Youngster has not experienced academic success in the regular school program.
3. Student has emotional problems that prevent him/her from functioning adequately in a normal classroom.

4. Student has a negative attitude towards school.
5. Youngster needs more than the academic oriented program.
6. Student is not classified as TMP or EMR (mentally retarded).

Instruments Used and Testing Material

The instruments utilized in this study were a tape player, tape, and true-false questionnaire based on Sulliman's Scale of Social Interest. The responses were scored on IBM answer sheets for ease in computation. On the back of each IBM sheet were additional questions pertaining to personal information: age, sex, marital status of parents, and family constellation, and parents occupation (SES status), that were filled in by the students. Additional information on potential achievement scores, reading scores and SES (socio-economic status) based upon the Nam and Powers (1968) scale were obtained by the researcher from the students school's files.

Five English teachers were selected to administer Sulliman's Scale of Social Interest to their classes. Since school policy requires English for all seventh and eighth graders an optimum sample of 416 students was obtained. Sulliman's scale and the personal data sheet appear in Appendix A and B.

The fifty questions from Sulliman's Scale of Social Interest were recorded on a Cassette tape allowing five second response time between each question. The purpose of the tape was to allow for those students with reading disabilities. Each student was given a copy of Sulliman's Scale and an IBM answer sheet on which to make the responses. On the reverse side of the answer sheet were background questions to be answered by the students (Appendix B). Both pretest and posttest were administered within a six month interval. The variables, potential achievement, reading level, age, sex, grade, SES, marital status of parents, and family constellation were coded by hand by the researcher on the IBM sheet as categorical, continuous or dummy variables. Potential achievement, reading level, SES, social interest scores, subscale 1, and subscale 2 were continuous variables. The others (age, sex, grade, marital status of parents and family constellation) were coded as dummy variables. The raw data was transcribed via Berts opscan to IBM computer cards.

Description

Sulliman's scale is comprised of fifty true-false statements regarding social interest which can be categorized under three major headings: 1) statements dealing with the individual and how he perceives himself, 2) statements having to do with the individual's perception of others and his relationships with others, and 3) statements having to do with the individual's perception of the environment; the world around him. Sub-scales were also developed by the use of factor analysis. These sub-scales were termed "concern for and trust in others," and "confidence in oneself and optimism in one's view of the world." Scores were established for the scale known as the Sulliman Scale of Social Interest as well as for each of the sub-scales in order to facilitate their interpretation.

Reliability

The reliability of Sulliman's scale has been established by three different assessment methods. The first of these methods was the Kuder-Richardson internal consistency formula number 20. This gives an indication of the extent to which an individual will obtain the same score on the scale should he complete it again. This coefficient for the Sulliman Scale of Social Interest was .91.

The second method employed in obtaining a value of the scale's reliability was also a coefficient of internal consistency and this was the split-half formula provided by Guttman (1945). The reliability of the coefficient associated with the split-half method is .90. The third method for determining test reliability was the test-retest which is also known as the coefficient of stability (Anastasi, 1961). This is the correlation between the scores obtained by the same individual taking the test on two different administrations. The correlation coefficient obtained was .93. These three reliability coefficients judge both the internal consistency and stability of the instrument.

Validity of Test

The measure of concurrent validity was accomplished by the technique of validation by nomination proposed by Peters (1941). A special biserial correlation between the teachers' estimation of the social interest of their individual students and those individuals' scores on the scale was computed. A triserial correlation was also performed by the method expounded by Jasper (1946), which allows one to compare the continuous variables (individual test scores) with a variable segmented into three categories (teacher ratings). Both validity coefficients were .71.

Subscales were also developed by the use of factor analysis. These sub-scales were termed "concern for and trust in others," and "confidence in oneself and optimism in one's view of the world." These scales were then correlated with each other as well as the entire instrument itself offering an indication of construct validity. The correlation between sub-scale one and total test score was .87, while sub-scale two's correlation with total test score was .90. The sub-scales had a correlation coefficient of .65 with each other.

CHAPTER IV

RESULTS AND DISCUSSION

The total sample size of this study was 192 females and 224 males for a total of 416 students from a New Hampshire junior high school. The total sample was divided into two groups - identified transitionals and non-transitionals.

The identified transitionals are those students who are not in the program because of insufficient facilities and staff and those students who participate in the program. The potential transitionals have been identified by staff and counselors as students who would be in the program if expanded. There are sixty-two identified transitionals, eight were seventh grade females, twenty-six were seventh grade males, ten were eighth grade females, and eighteen were eighth grade males.

The non-transitional students are those students in a departmentalized program, in which seperate classes are provided for each subject field. Of the 356 non-transitional students: ninety-four were seventh grade females, ninety were seventh grade males, eighty were eighth grade females and ninety-two were eighth grade males.

There were no significant differences on mean scores of the independent variables making it possible to combine the seventh and eighth grade to increase the power of discriminatory analysis.

Table 2 illustrates the categorical variables used in this research and the number of students in each category.

Analysis of Data

Multiple regression was used in this research as the method of analyzing the collective and seperate contributions of two or more independent variables, X_i, to the variation of a dependent variable, Y. By using multiple regression the researcher is able to explain the magnitude of the relationship between the independent variable and the dependent variable. The Statistical Package for the Social Sciences (SPSS) multiple-regression program combines standard multiple regression and step-wise regression in a manner which provides considerable control over the inclusion of independent variables in the regression equation. Multiple regression equations in effect say: If X_1, X_2,..., then Y (Nie, 1970). Its major effort is directed toward explaining a single phenomenon, although the phenomenon may be complex and have various facets (for example, achievement, sex,

TABLE 2

Categorical Variables and Number of Students in Each Category

		Family Constellation			Age Groups		Marital Status of Parents			
	Total	FC1	FC2	FC3	12-14	Over	MS1	MS2	MS3	Deceased
Identified Transitionals										
No. of Males	44	9	9	5						
No. of Females	18	5	2	4	54	8	42	4	6	0
Non-Transitionals										
No. of Males	182	49	36	53						
NO. of Females	174	50	27	49	346	10	264	47	30	15

or reading level) (Kerlinger and Pedhauzer, 1973). Multiple regression is a method to draw inferences about relations among variables from the data.

Multiple regression was performed on the following variables: potential achievement, reading level, sex, age, MS1, MS2, MS3, SES, FC1, FC2, FC3, SI, S1 and S2. The multiple regression equation for the significant variables, potential achievement, reading level, subscale 2, MS2, and age is the following:

$$Y=.47731+.00568X_1+.00357X_2+.01501X_{14}-.11101X_6+.19493X_4$$

With the fourteen variables a stepwise regression was performed entering the variables as they are designated in Table 4. The variables were so entered to test the usefulness of Sulliman's Scale of Social Interest (Sulliman, 1973), as a key variable combined with other independent variables -- potential achievement, reading level, sex, age, SES, parent's marital status, and family constellation in differentiating between identified transitional and non-transitional students.

The multiple correlation coefficient (R) was .49841 and its square (R^2) was .24641. The F ratio was 22.254, which, at 6 and 404 degrees of freedom is significant at α=.05 level of confidence. Approximately 24.8 percent of the variance is accounted for by the five variables.

TABLE 3

Variables, Regression Terms and Equation

X_1 = Potential Achievement (continuous)

X_2 = Reading Level (continuous)

X_3 = Sex (Dummy: coded 1,0)

X_4 = Age (Dummy: coded 1,0)

X_5 = Marital Status-married (Dummy: coded 1,0)

X_6 = Marital Status-sep/div (Dummy: coded 1,0)

X_7 = Marital Status-remarried (Dummy: coded 1,0)

X_8 = SES (continuous)

X_9 = Family Constellation-oldest (Dummy: coded 1,0)

X_{10}= Family Constellation-middle (Dummy: coded 1,0)

X_{11}= Family Constellation-youngest (Dummy: coded 1,0)

X_{12}= Social Interest Scores (continuous)

X_{13}= Subscale 1 (continuous)

X_{14}= Subscale 2 (continuous)

Y = Transitional or non-transitional class
(Dependent variable)

$$Y' = a+b_1X_1+b_2X_2+b_3X_3....b_{14}X_{14}$$

Table 4 is all the variables in the order that they were entered into the regression, giving the beta's (b) and F (beta is the change of Y with a change of one unit of X).

Discussion of Hypothesis

A multiple regression analysis procedure was performed on the data generated from the non-transitional and identified transitional students to test the differences on the following variables: potential achievement, reading level, sex, age, SES, marital status, family constellation, social interest, subscale 1, and subscale 2. The results of the analysis are as follows: the critical values of F are α=.05 is 3.842 and α=.01 is 6.636. For summary of means and critical value of F see Table 5.

Null Hypothesis 1: There is no significant difference between transitional students as compared to non-transitional students on mean scores of social interest.

The mean scores were 35.619 and 30.161 of the non-transitional and identified transitional students, respectively. A multiple regression analysis of this data indicates that the F value of .073 is not significant at a α=.05 level of confidence. Therefore, the data fail to reject the null hypothesis.

TABLE 4

Regression Results For The 7th and 8th Grade Sample of Non-Transitional and Identified Transitional Students

Dependent Variable: Non-Transitional and identified transitional students.

Independent Variables:	B	F
Potential Achievement	.00572	24.381
Reading Level	.00307	8.007
Subscale 2	.02402	3.716
MS2	-.19585	4.213
Age	.17211	3.462
Sex	-.06348	3.789
FC3	.08051	3.991
MS3	-.17726	3.009
SES	.00094	2.245
Grade	.04297	1.793
MS1	-.09234	1.097
FC2	.05716	1.448
FC1	.02510	.379
SI	.00870	.948
S1	.01420	.914

Constant	.35860
R^2	.27012
N	416

TABLE 5

Means for Independent Variable of Transitional and Non-Transitional Students

Independent Variable	X̄ Non-Transitional	X̄ Identified Trans.	F Value*
Social Interest	35.619	30.161	.073
Subscale 1	10.167	8.726	.914
Subscale 2	15.051	12.323	13.985*
Potential Achievement	104.339	85.211	81.327*
Reading Level	102.356	83.825	16.058*
SES	56.613	43.823	1.692
Sex	.500	.694	3.514
Age	.983	.887	4.503**
Grade 7 (S.I. scale)		30.801	1.618
Grade 8		29.436	1.618
Grade 7 (S.I. scale)	36.022		1.618
Grade 8	35.318		1.618
MS1	.777	.661	.997
MS2	.113	.226	4.943**
MS3	.071	.097	2.239
FC1	.254	.226	.356
FC2	.153	.177	.990
FC3	.268	.145	2.891

*p .05
**p .01
n =416

Null Hypothesis 2: There is no significant difference between transitional students as compared to non-transitional students on mean scores of subscale 1 of social interest. Subscale 1 is "concern for and trust in others."

The mean scores of the non-transitional students were 10.167 and 8.726 of the identified transitional students. The F value of .914 was not significant at $a \alpha =.05$ level of confidence. Therefore, the data fail to reject the null hypothesis.

Null Hypothesis 3: There is no significant difference between transitional students as compared to non-transitional students on mean scores of subscale 2 of social interest. Subscale 2 is "confidence in one's self and optimism in one's view of the world."

This variable was found to be significant at $a \alpha =.01$ level of confidence, the F value is 13.985. The mean scores of subscale 2 were 15.051 and 12.323 of the non-transitional and identified transitional students, respectively. Therefore, the null hypothesis is rejected.

The data indicates that the identified transitional students have less confidence in themselves and have a less optimistic view of the world than the non-transitional student.

Null Hypothesis 4: There is no significant difference in mean scores of potential achievement between transitional and non-transitional students.

The mean scores for identified transitional students on potential achievement were 85.211 and 104.339 for the non-transitional students. A multiple regression analysis of this data indicates that the F value of 81.327 was significant at the $\alpha=.01$ level of confidence. Therefore, the null hypothesis is rejected.

The data reveals that those students in the identified transitional classes have significantly lower potential achievement scores and that this variable may be an indicator of those students.

Null Hypothesis 5: There is no significant difference in mean scores of reading level between transitional and non-transitional students.

The mean scores for reading level were 83.825 and 102.356 of identified transitionals and non-transitionals, respectively. This variable was found to be significant at a $\alpha=.01$ level of confidence, the F value was 16.058. Therefore, the null hypothesis is rejected.

The data indicates that the reading level of students could be a predictor of the identified transitional and non-transitional students. Those students in a non-transitional class have a higher reading level than those in the identified transitional class.

Null Hypothesis 6: There is no significant difference on mean scores of SES between transitional and non-transitional students.

A students socio-economic background was estimated by his parents' primary occupation as determined by the Nam and Powers Occupational index (1963). The scale ranged from 0 to 100. Scores are assigned to occupations according to salary and prestige. The mean score for non-transitional students were 56.613 and 43.823 for identified transitional students.

These data were analyzed by multiple regression. The results of the data indicates that the F value for SES is not significant at a $\alpha=.05$ level of confidence. Therefore, the data fail to reject the null hypothesis.

Null Hypothesis 7: There is no significant difference in the ratio of males to females in transitional versus non-transitional students.

The mean scores were .694 and .500 of identified transitional and non-transitional students, respectively. It was not significant at a $\alpha=.05$ level of confidence. Therefore, the data fail to reject the null hypothesis.

Null Hypothesis 8: There is no significant difference in age category between transitional versus non-transitional students.

Age was denoted as a dummy variable in this study, one equaling correct classification in age for seventh and eighth grades and 0 equaling those students who are older. The mean scores of identified transitional students were .887 and .983 for non-transitional students.

Age was significant at α=.05 level of confidence, the F value was 4.503. Therefore, the null hypothesis is rejected.

This indicates that those students who are older are more likely to be classified as an identified transitional than those students who are in the correct age classification for the seventh and eighth grade.

Null Hypothesis 9: There is no significant difference by grade between identified transitional students on mean scores of social interest.

The mean scores were 30.801 and 29.436 for the identified transitional seventh grade, and identified transitional eighth grade. There was no significant difference at a α=.05 level of confidence. Therefore, the data fail to reject the null hypothesis. The seventh and eighth grade identified transitionals were combined to give the researcher a greater sample size.

Null Hypothesis 10: There is no significant difference by grade between non-transitional students on mean scores of social interest.

The mean scores for the seventh grade non-transitional students were 36.022 and 35.318 for the eighth grade non-transitionals. Because the data failed to find these scores significant at a α=.05 level of confidence the researcher combined the two groups to increase sample size. Therefore, the data fail to reject the null hypothesis.

Null Hypothesis 11: There is no significant difference in category of parents' marital status for transitional versus non-transitional students.

This variable was treated as three independent variables coded as dummy variables. The three seperate variables were married, divorced/seperated, and remarried.

The mean scores for MS1 (Married) were .661 for identified transitionals and .777 for non-transitional students. MS1 was not significant at a α=.05 level of confidence. Therefore, the data fail to reject the null hypothesis.

The mean scores for MS2 (divorced/seperated) were .226 and .113 for identified transitionals and non-transitional students respectively. This variable was found to be significant at a α=.05 level of confidence, the F value is 4.943. Therefore, the null hypothesis is rejected.

There was an inverse relationship between MS2 and the dependent variable (identified transitional and non-transitional students). This indicates that students who come from divorced or seperated homes are more likely to be identified transitional students than those who come from married or remarried homes.

The mean scores for MS3 were .097 for identified transitionals and .071 for the non-transitional students. MS3 was not significant at aα=.05 level of confidence. Therefore, the data fail to reject the null hypothesis.

Null Hypothesis 12: There is no significant difference in family constellation category of transitional versus non-transitional students.

Family constellation was divided in to three seperate variables; they were FC1 (Oldest child), FC2 (middle child) and FC3 (youngest child). The mean scores for FC1 were .226 and .254 for identified transitional and non-transitional students, repectively. FC2 mean scores were .177 and .153 for identified transitional and non-transitional students, respectively; and FC3 mean scores were .145 for identified transitionals and .263 for non-transitional students. The results of the data indicates that the F value for each of these variables, FC1, FC2, and FC3, was not significant at a $\propto =$ .05 level of confidence. Therefore, the data fail to reject the null hypothesis.

Summary and Discussion

In summary, the significant variables were potential achievement, reading level, and subscale 2 (confidence in one's self and optimism in one's view of the world) at a .01 level of confidence, MS2 and age at a .05 level of confidence, indicating that these variables differentiate between the non-transitional and identified transitional students.

The analysis of this data would indicate that perhaps these variables could be used in education to identify those students who have special needs. The identified transitional students are more likely to score lower on potential achievement, reading level and subscale 2 ("confidence in one's self and optimism in one's view of the world") than the non-transitional students. These students are also more likely to come from a divorced or seperated home and to be older than the non-transitional students.

As it has been established through an extensive review of literature, the transitional classroom creates as many needs as it fulfills. Perhaps as more research is done in this area the early identification of students with potential academic and social needs will facilitate ease of meeting these needs in the normal classroom, eliminating the needs for transitional classrooms.

CHAPTER V

SUMMARY

The purpose of this study was to attempt to determine the usefulness of Sulliman's scale of Social Interest (Sulliman, 1973), as a key variable combined with other independent variables - potential achievement, reading level, sex, age, SES, parent's marital status, and family constellation, differentiating between identified transitional and non-transitional students.

The data indicate that the following variables-potential achievement, reading level, subscale 2 of Sulliman's Scale of Social Interest, marital status-divorced/seperated, and age are significant at a $\alpha=.05$ level of confidence in differentiating between the two groups. The multiple correlations of the independent variables were .49, explaining 24.8 per cent of the variance.

Theoretical Implications

There has been a continuous search in education for a method of identifying students with special needs. Traditionally potential achievement and reading scores have been utilized as the primary determinants of students with special needs. This method has been successful in differentiating the more obvious special academic needs but has many times failed to differentiate the students with socialization problems. Socialization is one of the primary functions of education. This study has been an attempt to determine the usefulness of a social interest scale as a key variable in the identification of those students whose special needs may be social as well as academic. Alfred Adler (1956) defines the term social interest as denoting the innate aptitude through which the individual becomes responsive to reality, which is primarily the social situation. He further believes the educability of the child derives from the breadth of his innate, differentiated, and growing social interest. Sulliman in the development of his scale of social interest hypothesized in the implications of his study that attaining good grades in school may be highly associated with "confidence in oneself and optimism in one's view of the world." The results of this study have shown further justification of this hypothesis. Subscale 2 ("confidence in oneself and optimism in one's view of the world") was found to be the third most significant variable in identifying students with special needs. This significance has also provided the justification for the researchers belief that special needs encompass social and academic needs.

Significance of Study

This study has further justified the relationship between potential achievement and reading scores in determining students with special needs. In addition we have established a new significant variable which is a subscale of Sulliman's Scale of Social Interest - "confidence in oneself and optimism in one's view of the world." It has been further established that there is a significant inverse relationship between marital stability of parent's and transitional students.

Through an extensive review of literature the researcher has been unable to positively justify the use of special classes to meet the needs of transitional students. It is the contention of this study that placement in special classes, while attempting to meet the academic needs, has restricted the normal social functioning of the students.

Limitations

This study was restricted by the following limitations: 1) sample size - both in total sample and identified transitional students; 2) limitation to one school; 3) limitation to seventh and eighth grade; 4) necessitated combining the seventh and eighth grade students; and 5) lack of substantiating research on special education. Although these limitations existed, the researcher justifies the conclusions on the basis that this is an initial step, utilizing established research methodology, towards the solution of a traditional problem through a new approach.

Suggestions for Further Research

It is suggested that further studies be conducted utilizing larger samples, different and geographically diverse school systems, age groups, and the addition of socialization indicators as self-concept, self-esteem and social adjustment scales.

It is hoped through further determination of the specific social and academic needs of the transitional students, these needs can be met within the confines of the regular classroom.

APPENDIX A

SULLIMAN'S SCALE OF SOCIAL INTEREST

1. People are all of equal worth, regardless of what country they live in.
2. If it were not for all the bad breaks which I have had, I could really have amounted to something.
3. I often feel like I am completely alone in the world.
4. I think that most people are friendly.
5. I get angry when people do not do what I want them to do.
6. Members of my family have great concern for me.
7. I wish that everyone would leave me alone.
8. I like to watch movies where the bad guy wins.
9. If people make things difficult for me then I will try to make things even more difficult for them.
10. It seems like nothing ever changes for me.
11. A person must watch out for himself because no one else will help him.
12. Most people only appear to be honest but do many dishonest things.
13. I don't let anyone tell me what to do.
14. I would like to make the world a perfect place in which to live because then I would be seen by others as the most important person alive.
15. The world is a great place in which to live.
16. I like animals more than I like people.
17. I like to make new friends.
18. Some people do not deserve to live.
19. It seems like people are always doing bad things to me.
20. Most people have little respect for others.

21. It seems like everything I do turns out wrong.

22. There are some individuals whom I hate.

23. No one really cares about me.

24. Things usually work out for the best.

25. I would rather complete a "perfect crime" and not be caught than to complete a work of art such as a painting.

26. Most people are concerned only with themselves.

27. Sometimes I like to hurt people.

28. I wish that I could run away and leave everyone in the world behind me.

29. I am an important person in the lives of some other people.

30. I would like to help every person in the world.

31. Most people treat me more like a little kid than an adult.

32. Most people would take advantage of me if they could.

33. I am a happy person.

34. I care about people that I know but not about total strangers.

35. I sometimes like to hurt animals for no reason at all.

36. No one tries to understand me and my feelings.

37. I wish that I could destroy the world and build it back up the way that I would like it to be.

38. People cooperate with me most of the time.

39. If something goes wrong for me, I become extremely angry.

40. There aren't very many things that I care about.

41. I hope that I get the chance to get back at some people for the bad way in which they have treated me.

42. People can't be trusted.

43. This is a great time to be alive.

44. People are not very friendly.

45. I have confidence in other people.

46. To get ahead in this world, you have to step on people along the way.

47. I hate to listen to other people's problems.

48. People are basically good.

49. There are several people whom I hate.

50. If I had control over people, I would make them do what I wanted them to do.

APPENDIX B

Date of Birth: ____________ ____________ ____________

Month Day Year

Father's Occupation: ________________________________

Mother's Occupation: ________________________________

Marital Status: married ___ divorced ___ seperated ___

father deceased ___ mother deceased ___

remarried ___

Please list, in order, all brothers and sisters and their ages - include yourself.

1. ______________ 2. ______________ 3. ______________

4. ______________ 5. ______________ 6. ______________

7. ______________ 8. ______________ 9. ______________

10. ______________ 11. ______________ 12. ______________

APPENDIX C

DIRECTIONS

Directions for administering teacher of Sulliman's Scale of Social Interest.

1. Teachers should instruct students the day before to have #2 pencils.

2. Pass out IBM answer sheets.

Read to students:

1. Please turn the answer sheet so that the name grid is on your right, facing you. Please do not go ahead of what you are instructed to do.

2. Print your name in the boxes - last name first, first name, and where the box is marked MI your middle initial. If your name does not fit, write as much of it as you can.

   DO NOT BLACKEN THE SPACES UNDERNEATH YOUR NAME!

3. At the bottom there is a space marked sex, please darken m if you are male, and f if you are female.

4. Now turn your answer sheets so that the name grid is at the top and the numbers are facing you right side up.

5. Now I will pass out a ditto entitled Sulliman's Scale of Social Interest.

6. When I begin the tape, please listen for your instructions. Remember the ditto is on both sides. This is a true and false survey. There are no right or wrong answers.

7. After the directions are given and all questions are answered please do not talk.

   TURN ON TAPE

Teacher: Once the students have finished the survey please ask them to turn the answer sheets over and complete the information.

Students: This information will be confidential and is only to be used for the purpose of this study.

APPENDIX D

Mean Scores for Pretest and Posttest of Social Interest

7th Grade Pretest

Test	Non-transitionals N=183		Possibles N=21		Transitionals N=14	
	X		X		X	
Social Interest	36.022	7.797	30.857	8.805	30.714	7.730
Subscale I	10.339	2.773	8.714	3.068	9.714	2.785
Subscale II	15.011	3.453	12.952	3.761	11.929	2.999

7th Grade Posttest

Test	N=174		N=18		N=7	
Social Interest	36.569	8.004	30.667	11.530	28.714	7.910
Subscale I	10.310	2.815	9.111	3.756	9.714	1.976
Subscale II	15.684	3.470	13.056	5.374	10.000	3.651

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8th Grade Pretest

Test	Non-transitional N=173		Possibles N=21		Transitionals N=6	
	X		X		X	
Social Interest	35.318	8.588	29.238	8.854	29.667	5.354
Subscale I	10.023	3.027	8.286	3.273	8.000	2.280
Subscale II	15.150	3.749	11.905	4.194	12.500	3.619

8th Grade Posttest

Test	N=139		N=16		N=6	
Social Interest	37.978	7.360	28.938	9.022	19.667	9.223
Subscale I	10.820	2.602	9.063	3.511	5.333	2.160
Subscale II	16.403	3.196	11.563	4.320	8.833	5.076

APPENDIX E

Mean Scores for Continuous Variables

Independent Variable	Non-transitional Means	Non-transitional Stand Dev	Potential Transitional Means	Potential Transitional Stand Dev	Transitional Means	Transitional Stand Dev
Potential Achievement	104.339	14.028	91.619	16.872	67.267*	13.755
Reading Level	102.356	15.244	92.357	14.171	59.933*	22.353
SES	56.613	26.826	46.190	27.742	38.850	21.998
SI	35.619	8.165	30.048	8.760	30.400	6.977
Subscale I	10.167	2.894	8.500	3.141	9.200	2.707
Subscale II	15.051	3.596	12.429	3.970	12.100	3.110
	Male	N=177	Male	N=30	Male	N=13
Potential Achievement	103.938	14.444	92.633	17.953	63.000**	13.711
Reading Level	102.893	14.919	93.333	12.761	52.100**	19.919
SES	57.254	25.995	49.133	27.626	42.846	23.688
SI	33.695	8.273	30.300	8.623	29.385	7.512
Subscale I	9.469	2.882	8.233	3.081	8.923	2.565
Subscale II	14.593	3.669	12.800	3.727	12.077	3.592
	Female		Female	N=12	Female	N=7
Potential Achievement	104.740	13.629	89.083	14.196	75.800***	10.134
Reading Level	101.819	15.586	89.917	17.609	75.600***	19.895
SES	55.972	27.691	38.833	27.817	31.429	17.643
SI	37.542	7.605	29.417	9.453	32.286	5.908
Subscale I	10.864	2.741	9.167	3.326	9.714	3.094
Subscale II	15.508	3.472	11.500	4.563	12.143	2.193

*5 missing observations - 25% of total observations

**3 missing observations - 23.1% of total observations

***5 missing observations - 28.6% of total observations

Two Groups Used in Study

	Identified Transitional		Non-transitional	
	Male	N=55	Male	N=177
Independent Variables	Mean	Stand Dev	Mean	Stand Dev
Potential Achievement	86.115*	19.793	103.938	14.444
Reading Level	84.615*	22.094	102.893	14.919
SES	45.400	26.666	57.254	25.995
SI	29.891	8.419	33.695	8.273
Subscale I	8.600	2.998	9.469	2.882
Subscale II	12.345	3.855	14.593	3.669
	Feamle	N=49	Female	N-177
Potential Achievement	89.936**	16.940	104.740	13.629
Reading Level	90.574**	15.514	101.819	15.586
SES	44.082	26.899	55.972	27.691
SI	30.367	8.398	37.542	7.605
Subscale I	8.673	3.132	10.864	2.741
Subscale II	12.388	3.752	15.508	3.472

*3 missing observations - 5.5% of total missing
**2 missing observations - 4.1% of total missing

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DESCRIPTIVE NOTE: 75P.; PAGES 62 THROUGH 66 CONTAINING EVALUATION FORMS LISTING STUDENTS' NAMES WERE REMOVED. THEY ARE NOT INCLUDED IN THE PAGINATION.

ABSTRACT: COVERING THE PERIOD OF APRIL 1973-1974, THIS REPORT SUMMARIZES AND EVALUATES A SECONDARY CAREER EDUCATION PROGRAM IN THE ORLEANS CENTRAL SUPERVISORY UNION IN VERMONT. OBJECTIVES, PROCEDURES, AND ACCOMPLISHMENTS ARE PRESENTED FOR EACH OF THE COMPONENTS OF CURRICULUM DEVELOPMENT, OCCUPATIONAL EXPLORATION, AND PLACEMENT. THE MAIN BODY OF THE REPORT DISCUSSES THE SOCIOECONOMIC NATURE OF THE COMMUNITY, THE IMPLICATIONS FOR EDUCATION, AND THE GOALS OF THE PROJECT BROKEN DOWN INTO SPECIFIC OBJECTIVES. ALSO BRIEFLY TREATED ARE SIGNIFICANT FINDINGS, PROBLEMS, DISSEMINATION ACTIVITIES, DATA COLLECTION, EVALUATION PLANS AND PROCEDURES, STAFF UTILIZATION AND STAFF DEVELOPMENT. THE THIRD PARTY EVALUATION REPORT DISCUSSES THE EXTENT TO WHICH THE OBJECTIVES OF THE THREE COMPONENTS WERE ATTAINED. A TABLE SUMMARIZING THE RESULTS OF THE PRE AND POST ADMINISTRATION OF THE CAREER MATURITY INVENTORY TO TENTH GRADERS INDICATES LOWER POSTTEST SCORES IN ALL AREAS BUT ATTITUDE TOWARD WORK. THE RESULTS OF PRETEST AND POSTTEST SCORES FOR STUDENTS HAVING OCCUPATIONAL EXPERIENCE SHOW POSITIVE CHANGE ONLY IN ATTITUDE TOWARD WORK. APPENDED TO THE REPORT IS THE EVALUATION DESIGN FOR THE THREE COMPONENTS ACCORDING TO OBJECTIVES (PRODUCT) AND MEASUREMENT TECHNIQUES (PROCESS). ALSO APPENDED ARE THE QUARTERLY REPORTS, EVALUATION FORMS, AND PROJECT LETTER OF ASSURANCE. (NJ)

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FINAL REPORT

Project No. V361055L
Grant No. OEG-0-73-3008

VERMONT SECONDARY CAREER EDUCATION MODEL

Conducted Under
Part C of Public Law 90-576

Cola D. Watson, Director
Vocational-Technical Education
VERMONT STATE DEPARTMENT OF EDUCATION
Montpelier, Vermont

May 5, 1975

VT 102 958

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The project reported herein was performed pursuant to a grant from the Bureau of Occupational and Adult Education, Office of Education, U. S. Department of Health, Education, and Welfare. Grantees undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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May 5, 1975

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SUMMARY OF THE REPORT

Project Period: April 1, 1973 through August 31, 1974

PROJECT GOALS AND OBJECTIVES

This career education effort takes the staff and students of grades 9 through 12 as its target group. In addition to restructuring its total guidance and counseling around a total career awareness, work-experience and placement program, the project will also involve all 9th through 12th grade teachers in developing learning activities which will tie together the student's academic experience and his growing career development. Also, as extensive programs of work-experience and placement require man-power and expertise in the work-study area, present work-study capacity will also be increased through this program.

The following section presents an outline of objectives and procedures for the 3 components of this project: curriculum development (9-12), work-experience (grade 10), and placement (grade 12).

I. Curriculum Development Component

This component was addressed to at least 10 teachers in grades 9-12. These teachers were, through a series of workshops, to develop career education activities and implement them on a regular basis in the classroom.

Indicators of success in the curriculum area were as follows:

- Records and documentation of activities developed and implemented
- Comparison of enrollments at the area vocational center for 1972-73 and 1973-74
- Number and content of inservice workshops for teachers
- Increasing activity of sophomores visiting the area center

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II. Occupational Exploration Component

This component was addressed to 10th graders. The overall goal was to have 50% of the 10th graders experience three, one-week out of school work experiences in a variety of occupational clusters.

Indicators of success on this component were as follows:

- * Number of placements
- * Number of different students placed in different settings
- * Pre and post-testing using the Career Maturity Inventory to measure career knowledge, career decision making, and attitude toward work
- * Student survey to evaluate their on-the-job experiences

III. Placement Component

This component is addressed to all students leaving the high school either before graduation or at graduation. The placement effort strives to place all existing students in either a job, a post-secondary school, a baccalaureate program, or the military.

The evaluation of this component, which has no project funds, was done by reviewing the procedures and results of the placement coordinator's efforts. An early budget amendment shifted monies from this component to the occupational exploration part of the school system and was really not an integral part of the funded project.

PROCEDURES FOLLOWED

I. Curriculum Development Component

The guidance staff was to identify vocational interest data for all students and to work with the several department chairmen toward effecting curriculum changes which would tie in career awareness materials. A pre-school workshop (August) was to be held for informing "volunteer" staff of the need for career education activities and to initiate development of such activities

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into their classrooms. This initial workshop was to be followed up with five additional in-service days to further develop and evaluate curriculum activities.

A staff member was to be maintained on a part-time basis throughout the summer to identify occupational exposure sites and to identify specific consultants for the in-service workshops. Further responsibilities for this person were to assist other staff in identifying ways of integrating the students work-experience with his academic subjects - and for involving the Area Vocational Director in better informing teachers and students of the opportunities of the area vocational center.

II. Occupational Exploration Component

The guidance staff accepted the goal of restructuring their services around the career education theme. They were to identify appropriate work experiences for 9th and 10th grade students. The occupational exploration coordinator was to identify sufficient sites and supervisor commitments to meet the need shown. The guidance personnel were then to develop a format of questions and tasks for all work experiences which would tie together the classroom and site experiences of each student.

III. Placement Component

The guidance staff was to continue its program of assisting with college applications and counseling. They were further to develop information on post-secondary occupational opportunities and to counsel and place all existing students.

RESULTS AND ACCOMPLISHMENTS

I. Curriculum Development Component

Indicators of success and results:

- Records and documentation of activities developed and implemented: Teachers were reluctant to document completed activities beyond the point of general discussion.
- Comparison of enrollments at the area vocational center for 1972-73 and 1973-74: A ten percent increase in enrollment followed conclusion of the project.

- Number and content of workshops: Two such workshops were held, without consultative assistance; content of a general career education nature.

- Increasing activity of sophomores visiting the area center; No documentation.

II. Occupational Exploration Component

The overall goal was to place 50% of all 10th graders in three, one-week out of school work experiences. Approximately 70% of all sophomores had one or more work experiences. The objective was overreached in number of students involved, but not in the number of total work experiences.

Many job sites were identified and cooperation of supervisors was outstanding. The work experience concept is being continued.

III. Placement Component

An early budget amendment shifted monies from this component to the occupational exploration part of the program and this component never really functioned as an integral part of the funded project.

EVALUATION

The project met with limited success in attaining implementation of career education oriented materials in the classroom. Twelve teachers out of thirty-two classroom teachers implemented some activities, however, these are undocumented and there is little evidence they will be continued.

The placement component was by far the most successful portion of the program. Students and employers who took an active role commented on the students abilities to successfully carry out a task or service. This activity will be continued in the future.

CONCLUSIONS AND RECOMMENDATIONS

The commitment on the part of the staff was not sufficient to insure success. Some activities were conducted but no documentation has been made. It is strongly recommended that before this type of project is attempted that at least a majority of a staff indicate an interest.

The greatest activity occurred in the occupational exploration experiences for 10th graders. A problem developed with teachers who insisted that all work missed during the job experience week be made up. It is recommended that such activity be limited to three days.

BODY OF THE REPORT

Socio-Economic Nature of the Community

The Orleans Central Supervisory Union is composed of eight school districts which are located in six townships within Orleans County, one of the northernmost counties in the state. The area is in an extremely rural setting, having a population of 5,543 for its 200.6 square miles. This results in a population density of 27.6 per square mile as compared to 28.2 for the entire county and 48.0 for the entire State of Vermont.

The population of the area has shown a steady decline since 1910. Since that time there has been a reduction of 23.8% in the population of the Supervisory Union. In the period between 1960 and 1970 these townships experienced a 4.4% reduction in population while the county showed no material change in population (an increase of ten persons) and the state experienced an overall 14.1% increase.

The primary reason for this population decline is undoubtedly the changing nature of the farm operations within the area. Traditionally, this has been an area of the "family farm". Many of these farms were of insufficient size to meet the production requirements for an economically feasible operation or have been operating on marginal lands. These operators have been forced to sell and seek other means and livelihood. Because of the recently increased production capabilities per man hour of labor these small farms have been combined into larger, more economically feasible operations but have still retained the "family farm" characteristics. As the economic squeeze became tighter, a change in ownership was made from largely "Yankee stock" owners to families from the French speaking areas of Canada. The population of Orleans County in 1970 included 8.3% foreign born and 26.99% of foreign born or mixed parentage, factors which reflect the large number of people who are of second generation French Canadian derivation.

The second most important economic pursuit in the area is wood and wood products. All of the timberlands in the area are now second growth in nature and there is only limited production of raw lumber in the area. This raw lumber is almost entirely limited to softwoods and is used mainly in pulp products, fencing and rough lumber. The hardwoods are in limited supply and usually of marginal quality. The largest single employer in the Supervisory Union, a hardwood furniture plant employing 600 - 700, finds it necessary to bring its raw lumber from outside the area.

Other economically important businesses in the area are the tourist trade, limited to the summer traffic associated with the many lakes, and the service businesses typical to a rural area of this nature. The area has been declared a "depressed area" by the United States Department of Labor. While the U. S. per capita income for 1970 was $3,921, the comparable figure was $4,277 for New England, $3,465 for Vermont, and $2,530 for this Supervisory Union. The unemployment rate has been consistently above the state and national levels and is currently in excess of 6% of the insured work force. There is much evidence to indicate that there is a higher level of unemployment in the available work force.

This Supervisory Union receives the fifth highest allocation of Title I ESEA funds in the State. Examination of those areas which receive higher funding reveals that this area has the highest ratio of Title I eligible children. This eligibility is determined by family income factors. Thirteen and eight tenths per cent of the families in the county received incomes below the poverty level in 1970 and only 9.9% of the families had incomes of $15,000 or more.

IMPLICATIONS FOR EDUCATION

The depressed economy of the area, the limited occupational opportunities and the generally low incomes have had a depressing affect on education. Only about 30% of Lake Region's graduates have attended post-secondary schools. Only about 20 - 25% of the graduates have elected to take programs offered by the Area Vocational Center. The drop-out rate has continually exceeded the state average and about one in four students leave school between the time they enter the ninth grade and graduation. It would appear that more emphasis must be given to acquainting young people of the area with a wide range of job opportunities and the availability of training programs which provide entry skills. This project was to be directed towards remediation of this problem through three components:

I. Curriculum Development

II. Occupational Exploration

III. Placement

A short summary of each follows:

GOALS AND OBJECTIVES OF THE PROJECT

I. Curriculum Development Component

Need

Through implementation of 3 extensive career education projects within the state of Vermont and through extensive

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correspondence and travel throughout the New England region and the entire United States, personnel of the Vermont State Department of Vocational and Technical Education and personnel of the Orleans Central School District have seen career education curriculum efforts flourish at the elementary level. With the elementary teacher more concerned with the entire personal development of his or her students, a variety of career awareness and exploration activities are often quickly identified and introduced in the classroom. However, again and again, projects successful at the elementary level have found secondary teachers (particularly those in the academic areas of language arts, social studies, science and mathematics) less responsive articulating and implementing classroom activities which tie the student into the world of careers and help him or her to develop the skills necessary in making appropriate career choices. As a result of this phenomenon, this project sets the following curriculum objectives to be met through the procedures outlined.

Objective One:

Teachers in grades 9 through 12 will identify and implement on a regular basis career education activities which increase self-awareness, develop favorable attitudes and increase decision-making skills.

Objective Two:

Teachers in grades 9 through 12 will identify and implement activities that emphasize the relationship between academic subjects and careers.

Objective Three:

The school will increase participation in occupational preparation through the area vocational center.

II. Occupational Exploration Component

Need

Counseling interviews of students reveal that 40% of juniors and 60-70% of 8th graders have developed no clear vocational interest. The 9th and/or 10th graders need a heavy dose of work experience now if they are to make the best use of their 11th and 12th years of academic and vocational opportunities. The following objectives and procedures outline the intensive occupational exploration program at the 9th and/or 10th grade levels.

Objective One:

With parental approval, 9th and/or 10th graders will have 3 one-week work experiences in clusters related to their interests and abilities. Participation of at least 50%

is set as a success criteria. These students will range across all interest and ability areas.

Objective Two:

Work-experience students will significantly increase:

a) their knowledge about careers

b) their self-awareness of their interests and abilities

c) their attitude toward the value of work

d) their ability to make more appropriate career choices

e) their use of academic and vocational opportunities as shown by better grades in career-related classes, better school attendance, fewer disciplinary incidents, more realistic selection of their 11th and 12th grade academic and vocational courses, and the impact upon the grade drop-out rate will also be inspected.

III. Placement Component

Need

While efforts are presently being made to assist all students, the personnel find that while assistance in application procedures is feasible for all college-bound students, the placement of their exiting students on jobs or in post-secondary occupational programs is more difficult. Along with identifying many more prospective employers in the area, the school must improve its coordination of the 40 students presently enrolled in the nearby vocational center.

Objective:

To insure the placement of all exiting students in either:

a) a job

b) a post-secondary occupational program

c) a baccalaureate program

d) military service

GENERAL PROJECT DESIGN

The career education effort made at Lake Region involved all staff members and all students grades 9 through 12 as its target group. In addition, guidance personnel would be restructured around career awareness, work experience and a placement program. Teachers and school personnel grades 9 through 12 will develop learning activities including academic needs to student career development. A work-experience program will be initiated to increase student exposure to the world of work.

A curriculum development component was directed towards ten teachers expressing a willingness to actively participate. These teachers were to implement a total of six activities respectively on a regular classroom basis. Activities were to be documented for purposes of dissemination. Success of the curriculum component was to be based on the increase in the number of students expressing a desire to attend the regional vocational center. A change in the regular classroom curriculum oriented towards practical rise of subject matter to career opportunities also became a basis of evaluating the success of the career education project.

An occupational exploration component was directed towards students in the tenth grade. It was the goal of this component to have 50% of all tenth graders experience three, one-week out of school work experiences in a variety of occupational clusters. The work-exposure experience would hopefully reinforce or change career decisions previously made by students. Indicators of success on this component were to be as follows:

- number of placements
- number of different students placed on different settings
- pre and post-testing using the Career Maturity Inventory to measure career knowledge, career decision making and attitude towards work
- a student survey to evaluate their on-the-job experiences.

A placement component was directed to all students leaving high school either before or at graduation. The placement effort goal was to place all students in active employment, post-secondary education, or the military.

Evaluation of the placement component was to be done by reviewing placement efforts of guidance personnel and the placement coordinator. Funding of this component was not strategic as it represents a review and evaluation of the guidance program.

Procedures followed:

The project director maintained a file of implemented activities. The director designed and implemented a one-day workshop for all teachers relating subject matter offered in the existing curriculum to direct application to the field of work. The project director identified occupational work-exposure sites and consultants during the summer in order to begin the placement program.

The project director kept on hand documented activities which had been implemented by participating teachers evaluating the success or reasons for failure. This facillitated dissemination of activity information.

Vocational center enrollment for the years 72-73 / 73-74 were compared with the projected enrollment for the 74-75 school year. An increase in student participation was to indicate the success of the sophomore work exposure program.

The project director conducted five in-service workshops for the ten teachers implementing career education activities. Workshops facillitated subject matter tie-in to career development and kept teachers directly involved with the project to developments.

All teachers were informed as to the opportunities at the regional vocational center. Exposure to the vocational center increased subject matter tie-in to practical application to the world of work.

Sophomores visiting the vocational center were surveyed as to their impressions and as to increased numbers expressing an interest in participating in the vocational center.

Students placed on-the-job for exposure reasons were to document their experiences, pro and con, to aid in future placements. An evaluation as to the worth of the placement in regards to hands-on experience were also kept for future use.

A student-interest survey was conducted early in the fall of 1973 to aid in the placement of students in relation to placement sites identified over the course of the summer. Students were placed as near as possible in career clusters as indicated on the interest survey.

Pre and post testing was used for the purpose of measuring career awareness, self-awareness, decision-making and attitudes towards work. Test results aided in directing students towards areas of interest and towards occupations having the greatest potential for success.

Teachers developed a questionnaire to be used for all work experiences. The questionnaire tied in classroom work and student experience for the benefit of providing information, for other students in regards to the work exposure experience.

A record was kept of all students leaving school before or at graduation in regards to work placement, enrollment in post-secondary education, or participating in the armed service. The above aided guidance personnel in evaluating areas of success and most needed improvement for future efforts.

RESULTS AND ACCOMPLISHMENTS

A. The science department has included career education as part of the curriculum. Individualized projects related to science principles and career choice on the part of the student has become a basic part of the curriculum. As a total department, science personnel were the most involved in fostering and enhancing career education development within Lake Region's curriculum.

B. The English curriculum at Lake Region will employ career education heavily within the reading curriculum. The use of career education activities has proven to stimulate student interest in different careers as well as creating a reading interest within a wide variety of job opportunities. Career education will continue as a basic part of a student's education in the development of reading skills.

C. The math curriculum at Lake Region has incorporated a surveying course as direct application of mathematical skills to career opportunities. Student response to the activity-oriented course has been well-received as theory and direct application come forth in a plot plan. Such activities as exposure, direct application and opportunity in the surveying field will continue to be offered to Lake Region students.

D. A career education center has been established for the benefit of Lake Region students for future years. It will function as a source of information in the area of career opportunities and job information. The center has been developed by converting a former classroom. It will provide easy access and exposure for all Lake Region students.

E. There will be two course offerings "Values" and "Decision Making" offered for graduation credit available to all juniors and seniors enrolled at Lake Region. Both courses have been established to aid students in making a sound career selection and the establishment of goals for future years. Both courses will be offered through the established resource center.

F. The resource center will contain information available to teachers as well as students to supplement the development of career education within the established curriculum. It is a goal of the center to foster as many career education activities as possible to aid curriculum change and development.

G. Placement activities will continue to be offered on a voluntary basis through the career education center. Exposure activities will be reduced in time during from one week to two or three day exposures. Students, under a traditional system, have encountered fewer difficulties in shorter exposure placements rather than week-long placements. Academic work burdening the student upon his return has prompted this decision.

H. Local business establishments have indicated a willingness to continue in placement activities. Business has expressed praise and interest in continuing the placement concept.

I. A total of 141 visitations by Lake Region students to different business locations terminated placement activities for the school year. The goal of 50% of the sophomore class having three one-week exposures was met with a success criteria of 85%. The total goal could have been reached if academic pressures placed upon students upon their return and greater teacher cooperation in regards to the placement efforts of the career education program by prior program commitment. Illness and extra curricular activities also proved to hamper placement activities.

J. Placement activities for students in future years should be of higher quality for businesses providing a lack of actual interest in career education have been eliminated from further participation. Some establishments were only interested in participating for a source of inexpensive labor rather than teaching and exposing students to business and career opportunities.

K. Guidance personnel have noted an increase in students who will attend the vocational center this coming fall. A continuation of student exposure to career opportunities will be available through guidance facilities.

L. Testing of Lake Region sophomores through the use of the Career Maturity Inventory has returned little criteria in evaluating career growth and development. The use of a single edition of the C.M.I. creates a lack of validity by any test results. It remains the opinion of the project that cross-testing by use of other career test measurements would represent the best method of providing information on the career development of each student.

M. Guidance personnel have started a career maturity sheet on each sophomore as well as sophomores of future years. Such information will help teachers and guidance personnel in counseling students in career selections.

N. A series of reading activities will be developed for the development of reading skills and provision for career information for students.

O. Local businesses have expressed an interest in participating in field trips and direct exposure for the approaching academic year. Business personnel have taken high interest in providing exposure to the "world of work".

SIGNIFICANT FINDINGS AND EVENTS

A. The use of the Career Maturity Inventory as a post-test to a career education program lacks validity. Students taking the

C.M.I. for the second time displayed a lack of interest or concern. It was viewed by many as a repetitive task.

B. Testing of the program's goals of increased career awareness, exploration, and selection should be done with more than one test source. A comparison of test results plus test evaluation could be made as well as providing a sounder means of evaluation.

C. Support of a career education program must be a total commitment by the staff prior to initiation of the program at the student level. The staff and administrative personnel must be willing to fully support and actively participate in the program. Commitments at the staff level must first be made prior to any consideration of federal funding.

D. The business world will receive a career education program and actively participate in providing necessary exposure to future employees to the "world of work."

E. Parents of students found value in exposing students to career opportunities and job availability in the local area. The exposure of students to the concept of "people work for a living" is an integral part of student education.

F. The placement program of exposing students to career opportunities and fields of interest must be tied in with classroom work. Students will not participate in work exposures if non-related subject matter is left to accumulate at school. Exposures can be reduced in length, but students will demonstrate hesitation and non-participation as the result of "make-up work."

G. Students must all be treated the same in regards to the program. If make-up work be required by staff members, all students should face the same circumstances. A policy in regards to handling classroom work should be adopted and enforced by administrative personnel.

H. Short exposures to many opportunities in the "world of work" proved to be of greater student interest. A wide variety of experiences of short duration proved of greater student interest. It must also be stated that a lack of subject matter tie-in and total commitment to the concept of career education will even hamper student participation in short exposures.

I. Transportation to job exposure sites was accomplished by each student. It became evident that funds set aside for student transportation to and from job location sites would go unspent. Student visitation to a job exposure site were treated as employees in finding transportation to and from work.

PROBLEMS

A. Lack of preparation of teaching staff in regards to career education concepts hindered the program throughout the year.

Students faced the problem of inconsistent treatment by staff members in regards to making up of school work while on work exposure experiences. Preparation for a career education program must first educate all staff personnel prior to the initiation of a career education program throughout the school.

B. A lack of commitment by the total staff rather than a selected few hindered the program throughout the year. Students faced dual systems of treatment in regards to the program. The total staff must make a commitment to the program and activities to be initiated prior to the commencement of the program.

C. One week exposures are too long a period for most students. Shorter and more frequent placements proved more acceptable to most students. Students also found an easier time of returning to the demands of the academics if subject matter tie-in was not used by respective teachers.

DISSEMINATION ACTIVITIES

A. Career opportunities and offerings at the area vocational center have been made known to all freshman and sophomore students. Presentations on vocational offerings through the center were incorporated through the english program.

B. A display on the machinist trade drew high interest among all students. The display featured the work of a Lake Region student, Phillipp Brasseur. As a result of the display, four students have expressed an interest in the machinist trade and enrolled in the machinist program at the regional vocational center.

C. A display of subject-matter tie-in in conjunction with the fields of home economics, auto mechanics, and agriculture all connected to the academics.

DATA COLLECTION

A. The C.M.I. testing program was completed as required in the evaluation guidelines. Test results can be taken into consideration in giving insight into student career interest. No statistical conclusion can be made as the result of the C.M.I. having one test version.

B. There has been an increase in those students pursuing career interest through the use of the regional vocational center. However, participation of this year's junior class shows no large increase which can be attributed to the career education program.

C. There has been a sharp increase in students entering the machinist trade. Credit for this large increase is the career education program. Student participation was increased by displaying work of a Lake Region student taking the machinist course. Student to student communication in regards to presenting the program proved to be the best effective method of promoting a skill trade.

EVALUATION PLANS AND PROCEDURES

A. Mr. Keith Ober completed final evaluation of the project. Questionnaires were presented to all sophomores in their evaluation of the program.

B. Federal evaluation took place May 16, 1974. The inspection team gave the project credit in it's placement activities and success within the science curriculum. Visitations were made to participating employers, teachers, as well as first-hand information provided by students. The evaluation recommended that local support of the program be found and continued in future years. They also recommended an increase in teacher participation in career education activities.

C. More funds should be set aside for a more varied testing program. Students should face more than one career education measurement as opposed to the same test being given twice.

D. The results of student evaluation of the program indicate a lack of participation by many staff members. Some students were even noted as stating their ignorance in regards to Lake Region having a career education program.

OTHER ACTIVITIES

A. Drafting projects in regards to the needs of the community and students proved highly successful. Projects provided by local industry showed direct application of theory for a practical need. Students were paid the minimum wage by business but received valuable exposure to the world of work.

B. Displays of student's work displaying skills and first-hand information was the most successful method of interesting other students in career opportunities. Such displays will continue as part of a continued career education program.

C. Placement of seniors wishing employment has encountered difficulty in finding jobs. Seniors having received skill training while in school have found employment with little difficulty. However, students entering the job market with no skills have little work available in the local area.

D. The only employment opportunity in the local area is Ethan Allen, Inc., an unskilled and semi-skilled employer. Expansion to three working shifts has found a large and receptive working force.

STAFF EMPLOYMENT AND UTILIZATION

A. The science department has made good use of implementing career education activities throughout the year. A continuation of subject matter tie-in on an individual basis through the use of heath kits and career projects related to student interest will continue as part of the science curriculum.

B. Drafting assignments in conjunction with the building trades will continue as a direct application of skills to practical use.

STAFF DEVELOPMENT

A. Mr. Tom Warnock has been involved in heavy student exposure to the medical profession. It remains his intention to continue such involvement at personal expense for the upcoming year.

B. Mr. Carl Watras will be incorporating career opportunities in the structuring of the biology program around student interest.

FUTURE ACTIVITIES

A. Placement activities will continue through the efforts of the cooperative vocational coordinator, Mr. Peck. He will place students interested in occupational exploration in areas related to interest and availability.

B. Career education will continue as an integral part of the reading and vocational english programs.

C. Career opportunities in the fields of science will become part of the basic science curriculum.

D. A career education resource center has been established for the benefit of all student and staff members.

VERMONT SECONDARY CAREER EDUCATION MODEL

ORLEANS CENTRAL SUPERVISORY UNION

Orleans, Vermont

FINAL EVALUATION REPORT

Project No. VE 361055L

Grant No. OEG-0-73-3008

Funded By The: Department of Health, Education and Welfare
Office of Education

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EVALUATION OF THE PROJECT

Context Evaluation

The Orleans Central Supervisory Union is a rural school district in northern Vermont. It serves the towns of Albany, Barton, Brownington, Glover, Irasburg, Orleans, and Westmore.

There are six elementary schools serving approximately 1,200 students in grades 1-8. The Albany schools, however, send their 7th and 8th graders to the Craftsbury district.

The project addressed in this report was focused at the Lake Region Union High School, the school which serves the elementary schools.

Lake Region Union High School Student Population (1972-73)

Grade 12	108
Grade 11	138
Grade 10	128
Grade 9	122
Total	496

Orleans is located in a rural setting with distant travel required for many students attending the high school. Students travel up to 50 minutes in one direction.

The employment market is not extensive in it's size, complexity, or range of occupational opportunities.

PROJECT GOALS AND OBJECTIVES

This career education effort takes the staff and students of grades 9 through 12 as its target group. In addition to restructuring its total guidance and counseling around a total career awareness, work-experience and placement program, the project will also involve all 9th through 12th grade teachers in developing learning activities which will tie together the student's academic experience and his growing career development. Also, as extensive programs of work-experience and placement require man-power and expertise in the work-study area, present work-study capacity will also be increased through this program.

The following section presents an outline of objectives and procedures for the 3 components of this project: curriculum development (9-12), work-experience (grade 10), and placement (grade 12).

I. Curriculum Development Component

This component was addressed to at least 10 teachers in grades 9-12. These teachers were, through a series of workshops, to develop career education activities and implement them on a regular basis in the classroom.

Indicators of success in the curriculum area were as follows:

* Records and documentation of activities developed and implemented
* Comparison of enrollments at the area vocational center for 1972-1973 and 1973-1974
* Number and content of inservice workshops for teachers
* Increasing activity of sophomores visiting the area center

II. Occupational Exploration Component

This component was addressed to 10th graders. The overall goal was to have 50% of the 10th graders experience three, one-week out of school work experiences in a variety of occupational clusters.

Indicators of success on this component were as follows:

* Number of placements
* Number of different students placed in different settings
* Pre and post-testing using the Career Maturity Inventory to measure career knowledge, career decision making, and attitude toward work
* Student survey to evaluate their on-the-job experiences

III. Placement Component

This component is addressed to all students leaving the high school either before graduation or at graduation. The placement effort strives to place all existing students in either a job, a post-secondary school, a baccalaureate program, or the military.

The evaluation of this component, which has no project funds, was done by reviewing the procedures and results of the placement coordinator's efforts. An early budget amendment shifted monies from this component to the occupational exploration part of the school system and was really not an integral part of the funded project.

EVALUATION OF PROJECT COMPONENTS

I. Curriculum Development

Approximately 12 staff members actively participated in developing career education activities during the year. The Science Department, some of the English Department, and teachers in clearly recognizable occupational areas appeared to be most successful.

Files of completed activities are insufficient for comment. A reluctance to document and/or collect information on completed activities appeared to be the problem, as opposed to no activities to report.

A one-day orientation on services was held for all staff in the fall. In January, 10 interested teachers attended an in-service session.

The project director can be commended for extensive follow-through work in identifying work exposure sites. Seeking out resource consultants was not as successful.

An increase from 52 to 57 students was noted when comparing September 1974 projected enrollment with actual September 1973 at North Country Union High School Vocational Center.

There is no evidence of workshops other than the one in January, 1974.

Fifty percent of the sophomore class visited the vocational school site.

II. Occupational Exploration Component

Approximately 70% of all sophomores had one or more work-experiences. The objective was over-reached in number of students involved, but not in number of total work experiences. A conclusion of the project, at least as far as LRUHS, is that a full week exposure is too long, and creates too much hardship and pressure from the non-cooperating staff members. Staff was unable, generally, to see the relationship between the work exposure and their subject matter areas.

The evaluation team feels the work experience portion was the most successful, given modifications for the local situation. It is understood this portion will continue, with less manpower assistance.

A student feedback questionnaire (See Appendix C) was developed to provide sophomores the opportunity to evaluate the on-the-job work exposures which they had during the academic year.

This questionnaire was not returned by many of the students, and only 52 completed forms were collected of approximately 110 possible.

Below we have detailed some of the interesting data provided by these students.

* Fifty-two (52) of approximately 110 sophomores responded

* Nineteen (19) boys and thirty-two (32) girls made up the sample

* The number of work exposure experiences of these students were as follows:

None	23
One	11
Two	6
Three	12

* When asked, what is the highest level of schooling you are now planning to complete?, the following was noted:

1	(2%)	Graduate or Professional School
11	(21%)	A Four-Year College or University
7	(13.5%)	Two Years of College
7	(13.5%)	A Technical Trade, Business of Beautician School
23	(44%)	High School, then to a job of my choice
3	(6%)	Training in armed services
0	(0%)	Less than high school

* Students were asked how many years they had lived in the area and had attended this school system. There was a wide gap, with students appearing in the following categories.

3	(6%)	One year or less
19	(36%)	Between one and three years
5	(10%)	Between three and six years
4	(8%)	More than six years, but not since first grade
21	(40%)	I have been in Orleans schools since first grade

* Finally, students were asked to rate their career education work exposure experiences on a ten point scale (with ten being the highest rating).

The following pattern emerged:

Rank	Number
10	0
9	2
8	10
7	6
6	1
5	5
4	5
3	1
2	0
1	4

The average ranking was 5.8, the median, 6.7, and mode, 8.0. Eighteen students did not respond to the questionnaire.

Most of the lower ratings (four of the five lowest) were given by girls, who also gave the top two rankings.

* Students were asked to list the good points of the program and to also identify the problems, the following lists were obtained.

Good Points

1. Chance to see and do things that we never did before.
2. Know more about jobs - what it was like.
3. Meet new people.
4. Try different jobs.
5. I have become interested in a career and plan to go on in it.
6. You can try a number of jobs and forget the ones you don't like.
7. The thing I liked best was that it showed what I didn't want to do with my life.

Problem Areas

1. Having to make up all the work missed (14 students).
2. Not enough variety.
3. Not enough time to work.
4. Exposures not well organized.
5. You are put in places you don't care for.
6. Watching work gets boring - must be able to do things.
7. Transportation problems.
8. Not everyone gets to go who wants to.

Pre and post-testing of the sophomore class (10th graders) was done using the Career Maturity Inventory to assess growth in career awareness, decision making skills and attitudes toward work.

As mentioned above, primary efforts were focused on the job exposure program for sophomores, so impact was anticipated with this group. Table I below summarizes the results of the pre-post testing.

TABLE I - Pre-Post Test - Career Maturity Inventory

Lake Region Union High School, Gr. 10, September 1973 - June 1974

	PRE-TEST			POST-TEST			NATIONAL PERCENTILE		
	No.	Mean	Range	No.	Mean	Range	Pre	Post	Perfect Score
Knowing Yourself	112	11.7	2-19	87	10.7	1-19	41%	35%	20
Knowing About Jobs	112	13.8	4-20	87	11.5	1-20	53%	39%	20
Choosing a Job	112	11.5	3-19	87	9.6	1-18	47%	39%	20
Looking Ahead	112	12.6	4-19	87	9.3	1-20	64%	46%	20
What Should They Do	112	9.6	1-15	87	8.5	1-19	69%	64%	20
Attitude Scale	112	33.8	25-44	87	34.1	22-43	42%	42%	50

Table I shows that results from the pre-post testing were not impressive. In all areas but one, attitude towards work, the post-test scores were lower than the pre-test scores.

Separate analyses were performed for those students who had a number of job exposure experiences. Table II summarizes these results.

TABLE II - Pre and Post Test Scores for Students Having Occupational Exposure Experiences

NUMBER OF EXPOSURES

	NONE			ONE			TWO			THREE		
		Post	Post	No.	Pre	Post	No.	Pre	Post	No.	Pre	Post
Knowing Yourself	17	12.94	11.88	8	12.88	11.75	6	13.17	11.00	9	10.44	10.66
Knowing About Jobs	17	14.53	12.24	8	14.25	14.25	6	14.50	10.33	9	15.22	14.44
Choosing a Job	17	11.47	10.29	8	11.25	10.88	6	13.17	10.00	9	13.00	12.77
Looking Ahead	17	12.35	9.82	8	12.50	12.13	6	13.17	8.33	9	15.33	13.44
What Should They Do	17	10.53	9.00	8	10.75	11.13	6	11.50	8.33	9	11.00	10.77
Attitude Scale	17	32.12	33.29	8	32.88	34.13	6	33.67	37.67	9	35.22	35.55

As in Table I, results are not encouraging. A steady positive shift is noted in the area of attitudes toward work, but other sub-tests do not reflect a pattern of change which is a function of the number of occupational experiences which the students had.

The poor results on the CMI post-test are puzzling. The evaluation team has used the CMI in other career education related projects and has never witnessed a consistent decline in performance. The post-test situation of waiting until very late in the school year was certainly a factor. Clearly, the work exposure experiences were not detrimental to the students involved as their own evaluations indicate.

III. Placement Component

As indicated above, the placement function was already operational prior to the funding of the career education project. In addition, a cooperative education coordinator is located at the school to assist in co-op education programs. These two people working in harmony has made the placement effort an on-going success. Moreover, a great deal of cooperation has been received from the armed services and employment security. Work sites identified by the career education project director and the co-op coordinator were instrumental in assisting students in being placed.

A good referral system for drop-outs was in use, including a regular follow-up procedure. A thorough follow-up study is now being conducted by the guidance director.

Table III presents a historical picture of the trends in student placements over the past six years.

CONCLUSIONS AND RECOMMENDATIONS

It is clear that the Career Education project operating in the Lake Region Union High School during the 1973-74 academic year met with only moderate success.

Teachers did receive some in-service training and as a result, developed and implemented a number of career education activities. However, these were not systematically documented and as a result can provide little utility to other secondary teachers who might wish to use them.

TABLE III - Historical Data on Student Placement

Year	1967-68		1968-69		1969-70		1970-71		1971-72		1972-73	
Size of Class	100		105		112		110		105		105	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Continued Formal Education	47	47	47	49.5	47	42	43	39.1	35	33.3	35	36.3
In Vermont Colleges	18	18	14	14.7	20	25.9	12	10.9	17	16.2	20	19
Out of State Colleges	12	12	2	2.1	1	.9	6	5.5	1	.95	5	4.8
Vermont Jr. Colleges	9	9	14	14.7	7	6.3	17	15.5	12	11.4	6	5.7
Out of State Junior Colleges	1	1	1	1.1	2	1.8	2	1.8	0		0	
Vermont Nursing Educ.	1	1	3	3.2	0		4	3.6	0		0	
Out of State Nursing	1	1	3	3.2	1	.9	0		1	.95	1	.95
Post Graduate	0		3	3.2	1	.9	0		0		0	
Other Post-Secondary	2	2	1	1.1	4	3.6	0		1	.95	0	
Cosmotology	2	2	6	6.3	2	1.8	2	1.8	3	2.9	2	1.9
Out of State Tech.	1	1	0		0		0		0		1	.95
Other Occupations												
Armed Services	2	2	12	12.6	3	2.7	2	1.8	14	13.3	2	3.8
Employed	38	38	31	32.6	54	48.2	51	46.4	28	26.6	48	45.7
Married (girls reported)	4	4	5	5.3	4	3.6	3	2.7	13	12.4	12	11.4
Not Employed/ Not in School	6	6	0		4	3.5	11	10	6	5.7	6	5.7
Unknown	2	2	0		0		0		9	8.6	0	
Schools Attended:												
Univ. of Vermont	10	10	8	8.4	13	11.6	5	4.6	11	10.5	10	9.5
Lyndon College	4	4	4	4.2	5	4.5	3	2.7	2	1.9	7	6.7
Johnson College	2	2	1	1.1	9	8	4	3.6	3	2.9	2	2.9
Castleton College	0		0		2	1.8	0		0		0	
Champlain College	5	5	3	3.2	0	-	3	2.7	5	4.8	4	3.8
Vt. Tech. College	3	3	10	10.5	5	4.5	10	9.1	7	6.7	2	1.9
High School Program												
College Prep.									44	41.9		
Business									14	13.3		
General									26	24.8		
Vocational									21	20		
Drop-Out Rate	10	2.3	20	4.4	18	3.9	16	3.3	18	3.7	29	6.3
*Shared Time Vocational Stud.	0		16	7.5	26	11.8	23	10.5	32	14.6	37	16.2
Referrals to Helping Agencies												
Co-op Students									17		23	

*Percentage of Vocational Shared-Time Students is based on the total enrollment for the Junior and Senior Class.

The most activity occurred in the occupational exploration experiences for 10th graders. Despite an energy crisis, more than 70% of all sophomores had at least one work exposure experience. A student evaluation of these experiences was generally favorable. A persistent problem area was that many teachers required students to make-up all work covered during their on-the-job experience. An attitude shift on the part of teachers is required if a work exposure program is to be attractice to students.

The CMI testing indicated no growth in career awareness or decision making. Some gains were noted in attitudes toward work. Poor post-test results may be due, in part, to the fact that the post-test was administered late in the year and a number of students failed to return their response sheets.

The placement component was the most stable portion of the -project, in part, due to its existance prior to the project's being funded. Coordination between the project director, cooperative coordinator and placement coordinator was perhaps the most important outcome of the project.

RECOMMENDATIONS

I. It is recommended that the work exposure effort be maintained, with modifications, into the next academic year. The changes suggested are:

   1) Work exposure become three days in duration so that students and teachers do not feel undue "out of school" tension.

   2) Develop a specific evaluation and measurement instrument designed to document the career knowledge and attitude gained by students in the program.

   3) Involve teachers in the design and follow-up of the job experiences so that they become a part of the process. Perhaps assign students to teachers and ask teachers to assist in job exposure selection, implementation and follow-up.

II. It is recommended that the project document in detail the work orientation aspects of its effort so that other schools may benefit from the experiences of the Lake Region effort.

APPENDIX A

EVALUATION DESIGN

RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION

ORLEANS CENTRAL SUPERVISORY UNION
ORLEANS, VERMONT

EVALUATION DESIGN

The following design relates to Orleans, Vermont's Proposal for the Vermont Secondary Career Education Model (VE361055L), which was submitted to the Associate Commissioner of Adult, Vocational and Technical Education under the guidelines of USOE Policy Paper No. AVTE-V72-11. This design will be used in evaluating this project between July 1, 1973 and June 30, 1974, as outlined in the "Agreement to Perform Contract Services."

The Orleans project is just beginning its efforts to implement Career Education at the secondary (9-12) level. The project will address this effort via the three components outlined below.

I. Curriculum Development Component is addressed to at least 10 teachers in grades 9-12. These teachers will develop career education activities and implement these on a regular basis in the classroom.

II. Occupational Exploration Component is addressed to 10th graders. With parental approval, 50% of the 10th graders will have three, one-week out-of-school work experiences in clusters

III. Placement Component is addressed to all students leaving the high school either before graduation or at graduation. The placement efforts will make every effort to place all exiting students in either a job, a post-secondary school, a bacculaureate program, or the military.

The following evaluation design addresses the project objectives for each of the three components of project activities. The measurement techniques outlined below generate both "product data" concerning student growth and hard curriculum products developed, as well as "process data" on the organizational and instructional approaches employed. This measurement strategy is consistent with the Dr. Sidney C. High, Jr. memorandum of July 25, 1972, which stresses that "the evaluator should evaluate the effectiveness of both the project's administration and the career education program as it is operated in the schools". Thus, project logs and other records are seen as a primary data source for total project evaluation.

CURRICULUM DEVELOPMENT PHASE

OBJECTIVES Product	MEASUREMENT TECHNIQUES Process
1) Ten (10) teachers in grades 9-12 will identify and implement on a regular basis (at least 1 per quarter). Career education activities which will increase self-awareness, develop favorable attitudes and increase decision-making skills.	* Project director will maintain file of implemented activities. * Project director will design and implement 1 day workshop for all teachers covering techniques and career opportunities and field trips. Also discussion of film series on job attitudes before work experience. * Project director (during summer) will identify occupational work exposure sites and resource consultants.
2) Ten (10) teachers in grades 9-12 will identify and implement activities (as above) that emphasize the relationship between academic subjects and careers.	* As documented above.
3) The school (11th grades) will increase their participation in occupational preparation through the area vocational center.	* Compare 72-73/73-74 enrollments for 74-75 school year. * The project director will conduct up to 5 in-service workshops for the 10 teachers implementing career education activities. * The project director will involve the area vocational director to inform all teachers of the opportunities at the area vocational center. * Document sophmores who visit the area vocational center.

OCCUPATIONAL EXPLORATION COMPONENT

OBJECTIVES	MEASUREMENT TECHNIQUES
Product	Process
1) With parental approval, 50% of the 10th graders will have 3 one-week work experiences in clusters related to their interests and abilities.	* Document process and procedures used to place students. * Document actual student placement in career exploration. These documents will include a student evaluation of each experience.
2) The work experience activities will significantly increase - - their knowledge about careers - then self-awareness of their interests and abilities - their attitude toward the value of work - their ability to make more appropriate career choices	* A student interest survey will be completed in the fall of 1973 to guide career exploration site selection. * Pre and post-testing using the CMI instrument or other appropriate instruments will be used for the 10th grade students to measure career awareness, self-awareness, decision-making and attitudes. * Teachers (as part of pre-school workshops) will develop a format of questions and tasks for all work experiences. This will tie together classroom and site experiences of the student.

PLACEMENT COMPONENT

OBJECTIVES	MEASUREMENT TECHNIQUES
Product	**Process**
1) To insure placement of all exiting students in either (grades 10-12) - a job - a post-secondary occupational program - a baccalaureate program - military service	* Develop and implement an interview record to document services and results of service for each student when he leaves the school.

RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION

ORLEANS, VERMONT

TENTATIVE EVALUATION VISIT SCHEDULE

MONTH	FOCUS OF VISIT
September	Examine results of summer inservice/orientation programs. Document full staff project. Examine initial plans for explanation placement during year inservice and job placement components. Review list of work exposure sites.
October	Ascertain progress of pre-test using CMI in grade 10. Examine format of questions developed by teachers for work experiences. Status of student interest survey.
November	Reivew materials and equipment purchased by project, their distribution and use. Visit classes using activities. Ascertain activity report format and documentation.
December	Review status of inservice program. How many held, how many more to be held? Document trend of enrollments to area vocational center and visit by sophomores.
January	Wild Card.
February	Review progress toward 50% of 10th graders having 3 work experiences. How are students evaluating these experiences? Document placements.
March	Examine in detail the placement of exiting students. What is the status? How many placed? Are special efforts underway for seniors?
April	Plans for post-testing - are they all set? Review those career education activities developed and implemented by teachers.
May	Ascertain post-test schedule and status of other documentation procedures (inservice, activities, work experience, placement, vocational enrollments).
June	Tie up year-end activities and have preliminary draft of evaluation report.

APPENDIX B

QUARTERLY EVALUATION REPORTS

QUARTERLY EVALUATION REPORT No. 1

July 1, 1973 - September 30, 1973

for the

VERMONT SECONDARY CAREER EDUCATION MODEL

Research and Development Project in Career Education

in

Orleans Central Supervisory Union

Orleans, Vermont

Project No. VE361055L
Grant No. OEG-0-73-3008

funded by the:

Department of Health, Education, & Welfare
Office of Education

under:

USOE Policy Paper No. AVTE-V72-11

Submitted by:

Dr. Richard A. Gustafson
Mr. A. Keith Ober
CEDAR Associates
22 Drummer Road
Keene, New Hampshire 03431

Introduction

The Vermont Secondary Career Education Model is a 15 month effort to design and implement three components to deliver career education services to students in grades 9-12.

I. A Curriculum Development Component is addressed to at least 10 teachers in grades 9-12. These teachers will develop career education activities and implement these on a regular basis in the classroom.

II. The Occupational Exploration Component is addressed to the 10th graders. With parental approval, 50% of the 10th graders will have three, one-week out-of-school work experiences in occupational clusters.

III. The Placement Component is addressed to all students leaving the high school either before graduation or upon graduation. The placement service will make every effort to place all exiting students either in a job, a post-secondary school, a baccalaureate program, or the military.

The third-party evaluation team has accomplished the following events during this quarter.

April 29-30, 1973 - Work with career education projects across Vermont, including Orleans. Two-day workshop at Stowe, Vermont to develop project plans of action.

June 20-21, 1973 - Work with teachers from Orleans at Fox Run workshop. Focus was upon designing classroom activities.

August 7, 1973 - Meeting in Montpelier with Mr. Paul Henry, Mr. Wood, and Mr. St. Pierre to draft evaluation design for Orleans project.

September 27, 1973 - on-site visit by Keith Ober to ascertain progress toward stated objectives for each component.

Numerous telephone and written materials have augmented the on-site visits and meetings.

Below we have documented our findings for each of the project components to date.

I. Curriculum Development Phase

A. Areas of Success

The teachers present at the Fox Run workshop in June have developed a number of career education activities. In addition, the project director has identified the concerns of local employers about the employability of students.

Information relative to drafting and mathematical skills needed for future employment has been obtained and forwarded to the appropriate staff.

Seven field trips have been arranged and the promise of a commercial sewing machine has been obtained from a local employer.

B. Areas Having Problems

There seems to be less than enthusiastic staff response and support at this time. The Fox Run participants are not actively initiating career education activities. No inservice was held during the summer although, one orientation session for staff was held.

Materials and equipment ordered are not arriving as anticipated.

C. Future Plans

Some English teachers will be working with Mr. Edward Cornelsy in Essex Junction to obtain more career education ideas in their subject area.

A student developed media presentation concerning their field experiences will be presented to the high school staff.

On Saturday, November 3rd, ten teachers will be involved in a workshop to develop six activities each. These are to be implemented before January 5, 1974.

II. Occupational Exploration Phase

A. Areas of Success

This component represents by far the most successful effort to date. Over 50 placement sites have been identified with one group (forestry) already placed. There are nearly 50 students who have received permission to explore careers. It appears that all students will be out in at least one experience prior to Thanksgiving. Those involved to date have shown active interest.

Resource people have also been brought in to speak with small groups.

A "patio" building project and compass/geometry project are just getting underway.

The CMI pre-test for all sophomores was completed ahead of schedule and the answer sheets sent-out for scoring.

B. Areas Having Problems

Some faculty have expressed concern over the amount of time some students have missed. This will probably be a continual problem area as more and more students go out on exploratory experiences.

Only about one-half of the sophomores have volunteered for participation so far.

OSHA is causing some employers to look hard at the safety and liabilities associated with student exploratory experiences. The health areas seem to be difficult to identify in large enough numbers to provide many students with experiences there.

C. Future Plans

Contact has been made with the Newport Express and good news coverage has been assured in the future.

As mentioned above, interest in the occupational exploration experiences is gaining increased acceptance on the part of students, and it looks as if more and more students will want "in".

III. Placement Component

A. Areas of Success

Contacts with local employers have been made on an extensive basis. Some of these same potential employers are already providing occupational explorative experiences for sophomores.

B. Areas Having Problems

None at this time.

C. Future Plans

As the year progresses, placement services to exiting students will take more definitive shape and will be geared to provide service.

Recommendations

I. If curriculum activities continue to receive less than enthusiastic faculty responses, identify one or two faculty members and work specifically with them using their subject matter. A few teachers doing solid career education activities (perhaps one per week) will enhance the acceptance by others.

II. Students should be encouraged to identify or stress the academic subjects identified in their exploratory experiences and point these out to "concerned" faculty.

III. With limited staff and resources settle for a few distinct, identifiable successes, rather than going for total program success initially. These visible gains are also more likely to receive attention in the Newport Express.

QUARTERLY EVALUATION REPORT No: 2

October 1, 1973 - December 31, 1973

for the

VERMONT SECONDARY CAREER EDUCATION MODEL

Research and Development Project in Career Education
in
Orleans Central Supervisory Union
Orleans, Vermont

Project No. VE361055L
Grant No. OEG-0-73-3008

funded by the:

Department of Health, Education
& Welfare
Office of Education

under:

USOE Policy Paper No. AVTE-V72-11

Submitted by:

Dr. Richard A. Gustafson
Mr. A. Keith Ober
CEDAR Associates

Introduction

The Vermont Secondary Career Education Model is a 15 month effort to design and implement three components to deliver career education services to students in grades 9-12.

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III. The Placement Component is addressed to all students leaving the high school either before graduation or upon graduation. The placement service will make every effort to place all exiting students either in a job, a post-secondary school, a baccalaureate program, or the military.

The third-party evaluation team has accomplished the following events during this quarter.

October 31, 1973 - on-site evaluation visit to review curriculum development and occupational exploration progress.

November 27, 1973 - on-site evaluation visit to review equipment and materials purchases, inservice training, and classroom activities.

In addition to these on-site visits, Mr. Ober is in frequent contact with Mr. St. Pierre. A December visit was not made because of scheduling difficulties. This visit will be made in early January to make up the work required.

I. Curriculum Development Phase

A. Areas of Success

Three English teachers visited Essex Junction, Vermont, the site of an Exemplary Career Education project. The Essex staff will provide an in-service program on November 6, 1973, at the Lake Region. Ten staff members will develop six activities each, and carry out before a follow-up in-service scheduled for January 5, 1974. An agenda of the in-service was obtained.

Many materials and equipment items have been purchased by the project. These are available through the project director, the co-op coordinator or the classroom teachers. As part of an earlier inservice, it was "discovered" that some staff did not know what materials were available for them to use. It appears the earlier problems may have been based on lack of knowledge, not dis-interest.

An all day inservice program was held on November 5, 1973, in which each teacher was requested to develop six career education activities which would be implemented by January 5, 1974. A follow-up session is scheduled for January 5th.

Approximately ½ of the participants are now active in Career Education. Many tried short, ten to fifteen minute in-class activities, have been successful, and are willing to try more.

One or two earlier critics are trying career education "their way", and achieving success (as they see it). The criticism related to values games, the area of activities now being tried is in value clerification domain. Only the method is different.

Approximately one half of the non-Fox Run participants are active in Career Education.

Approximately one half of the Fox Run (6/73) participants are active in Career Education.

Twelve field trips have been planned or executed. The majority are academic teachers taking classes to subject related occupational sites.

The drafting department has several hands-on type projects with direct application to specific job requirements in several fields.

B. Areas Having Problems

Staff cooperation and activity in career education activities is better than it was during the first quarter.

Staff members have been reluctant to record their career education activities on the activity report form. This could create problems when the project attempts to disseminate its successful activities.

C. Future Plans

The January 5th inservice should reinforce earlier involvement and increase the number of teachers actively doing career education in the classroom.

II. Occupational Exploration Phase

A. Areas of Success

As during the first quarter, this component continues to function well.

Work Experience

The forestry work experience is complete. Student interest was high; products were sold; mathematics skills were applied to the experience. (for example: the average hourly wage was 46¢); a slide presentation has been prepared, but the quality was disappointing.

Sixty sophomores have expressed an interest in participating in the work experiences. By November 1st, thirty will have had a minimum of a one-week long experience. By December 22nd, it is anticipated that at least 75 will have had a minimum of a one-week work experience.

The evaluator spoke with two students who were placed in a local grocery store. They were enthusiastic about their experience, and were able to identify academic relationships to their work.

It appears that the project will meet its objectives in this area. (50% of the tenth graders having three one week work experiences).

B. Areas Having Problems

There continues the problem of faculty requiring make-up class work from students. As a result some students have expressed reluctance to participate in the week long work experience.

The full crisis has already effected the work-experience transportation and may curtail future field trips.

C. Future Plans

Continued contact with local businesses and industry to evaluate student performance and identify additional positions for student work experience.

III. PLACEMENT COMPONENT

A) Areas of Success

Mr. Howard Murphy, director of guidance, is in charge of the placement component. The placement effort has been organized and operational for some time, even before the project was developed. Accordingly, a budget revision was submitted and approved earlier in the year. This revision moved additional funds into the 10th grade occupational exploration component where extra emphasis has been placed.

A comprehensive follow-up study of graduates has been completed with every graduate accounted for. A similar study was completed for the last two years. These data are now being tabulated for trend analysis.

All seniors have had initial interviews with Mr. Murphy. Those applying to higher education have been assisted in the application process. The GATB and ASFAB tests have been used with those students who plan to enter the world of work.

If a student plans to drop-out, he is given special service in making the transition. This includes referral to the adult education program with recommendations to pursue the GED or equivalency diploma effort.

B) Areas Having Problems

None - This component is fully operational in excellent fashion

C) Future Plans

The emphasis during the third quarter will be working with those seniors who plan to enter the world of work. Continued assistance from the department of Employment Security is also planned.

IV. CAREER MATURITY INVENTORY - PRE-TEST

The Career Maturity Inventory was administered to all tenth (N=112) graders in September of 1973. The results of this six-subtest instrument are summarized in Table 1.

The CMI has five competence based subtests and one attitude scale. The instrument has had extensive research and development and preliminary norms have been determined. As Table I indicates, the Orleans 10th graders were slightly above the norm group on subtests 2, 3, and 4; and slightly below the norm on subtests 1, 5 and 6.

However, the purpose of the project is to demonstrate significant growth in occupational information, attitude and self appraisal. Therefore, a post-test in the Spring of 1974, will enable us to measure growth. A repeated measures ANOVA model will be used to test for statistical significance.

TABLE 1: Pre-test results using the Career Maturity Inventory - Lake Region Union High School - Grade 10 - September, 1973. (N=112)

SUBTEST	MEAN	RANGE	MEAN (Norm)	TOTAL (possible score)
1) Knowing Yourself (Self Appraisal)	11.7	2-19	12.06	20
2) Knowing About Jobs (Occupational Introduction)	13.8	4-20	12.23	20
3) Choosing A Job (Goal Selection)	11.5	3-19	11.12	20
4) Looking Ahead (Planning)	12.6	4-19	9.86	20
5) What Should They Do (Problem Solving)	9.6	1-15	7.54	20
6) Attitude Scale	33.8	25-44	35.31	50

RECOMMENDATIONS

I. Curriculum Development

It is recommended that written documentation using the career education activity report from be obtained from teachers. Nine teachers have been involved in two inservice seminars desgined to develop and test career education activities. These teachers must document these activities and provide copies to the project director.

II. Occupational Exploration

This component of the project has received more effort than either of the other two. It is the occupational exploration phase which stands the best chance of continued operation in the future. To enhance the probability of this happening it is recommended that:

1) Each student evaluate each of their occupational work exploration experiences in writing using a one page feedback sheet developed by the project.
2) Obtain from parents, teachers, and especially employees letters of evaluation in terms of student behaviors and their reactions and attitudes toward the work exposure program.

III. Placement Component

The placement effort is well organized and operation in an excellent manner.

5

QUARTERLY EVALUATION REPORT No. 3

January 1, 1974 - March 31, 1974

for the

VERMONT SECONDARY CAREER EDUCATION MODEL

Research and Development Project in Career Education

in

Orleans Central Supervisory Union

Orleans, Vermont

Project No. VB361055L
Grant No. OEG-0-73-3008

Submitted by:

Dr. Richard A. Gustafson
Mr. A. Keith Ober
CEDAR Associates

Introduction

The Vermont Secondary Career Education Model is a 15 month effort to design and implement three components to deliver career education services to students in grades 9-12.

I. A Curriculum Development Component is addressed to at least ten teachers in grades 9-12. These teachers will develop career education activities and implement these on a regular basis in the classroom.

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III. The Placement Component is addressed to all students leaving the high school either before graduation or upon graduation. The placement service will make every effort to place all exiting students either in a job, a post-secondary school, a baccalaureate program, or the military.

The third-party evaluation team has accomplished the following events during this quarter.

January 9, 1974 - on-site evaluation visit by Gustafson and Ober to review all aspects of the project.

February 28, 1974 - on-site evaluation visit by Mr. Ober to ascertain documentation and procedures for questionnaires and ranking of students.

March 28, 1974 - on-site evaluation visit to monitor major three components of the project.

In addition to the on-site visits, Mr. Ober is in frequent contact with Mr. St. Pierre.

Below we have documented our findings for the third quarter of operation.

I. Curriculum Development Phase

A. Areas of Success

Staff meetings have been held with the building principal offering strong encouragement for the development of in-class career education activities. Of all the departments, the science department is generally acknowledged to be most cooperative in relating science to the world of work.

The English department has fine members. Three are using career education activities, while two continue a strong emphasis on academics.

Teachers in agriculture and drafting are also relating their subject matter to the world of work, including work experiences.

The mathematics, science, and agriculture departments are planning to offer a cooperative course on surveying in the Spring of 1974.

B. Problem Areas

The staff members remain slow in their documentation of career education activity reports. Those which are available are generally sketchy in their content.

C. Future Plans

In English, 60% of the sophomores will have vocabulary taught through the medium of career related terms. Reading skills will also be taught using career related materials. The relationship of vocabulary to other occupational interests will be stressed.

The cooperative program in surveying was mentioned above.

II. Occupational Exploration Phase

A. Areas of Success

One hundred and ten work exposure experiences have been completed to date. This aspect of the project continues to move well, and some students in grades 9 and 11 are asking to participate. Some 9th grade students are already making plans for placement sites next year!

The problems anticipated with transportation costs failed to materialize. Thus the work experience program is continuing without interuption.

Some students were interviewed, and were able to articulate successes and problems with their work exposures. There was general agreement that the time was too long (1 week) and that some teachers did not recognize the worth of the experience. Students were pleased, however, that they had the opportunity to experience the world of work.

B. Problem Areas

Two problem areas continue as in the past. First, the one full week may be too long an experience for the student, and secondly, some teachers continue to require students to make-up all the assignments they missed while out on a work experience.

C. Future Plans

The school has made a commitment to continue the work exposure activities on a limited basis next year. Accordingly, the current coordinator has been granted some released time to continue the work experience program into 1974-75.

III. Placement Component

A. Areas of Success

Work continues to focus upon graduating seniors and an occasional graduate student. Of the 115 seniors, 32 have been accepted in higher education, 8 into the military and 30 have firm employment plans.

Students who indicate a desire to drop-out of school prior to graduation are referred to employment security, the Adult Learning Center in Newport and the military. Follow-up with the agency is carried out by the guidance director.

B. Problem Areas

The guidance director was most disturbed to discover that the Vermont Employment Security would no longer come to the high school to test and assist in placement. Job Bank data, microfiche printouts of available jobs in Vermont are not being made available to schools.

C. Future Plans

Continued work with the seniors will remain a top priority throughout the remainder of the school year. This will create a high demand upon the guidance staff with the absence of employment security assistance.

IV. Career Maturity Inventory and Career Education Survey

Plans are being made so that a sophisticated assessment of the 10th grade work exposure program can be conducted later this spring. The work exposure activities have been the central focus of the project, and measurement of their impact is most important.

The CMI was given to all sophomores in the fall of 1973. It will be administered again during May of 1974. Also, the guidance counselors will rank each sophomore on Knowledge about Jobs, Occupational Planning and Attitude toward Work. Finally, each sophomore will be asked to assess his or her experience in the work exposure component. Using cross tabulations and multiple regression techniques, various statistical analysis will be conducted to assess the impact of the work exposure experiences. Also the CMI scores will be compared with counselor judgements on essential career planning characteristics.

Recommendations

I. Curriculum Development

Documentation is still lacking for those activities which teachers have developed. It is recommended that this take place immediately.

II. Work Exposure

None

III. Placement

It is suggested that students seeking employment be assisted in placing an advertisement in the local newspapers. The guidance department may be of some help in this area.

IV. Overall Project

It is recommended that the project assess its progress and problems with the State Department of Education. This review of progress to date is recommended for two reasons:

1. The SDE may provide useful suggestions on ways to deal with problem areas.

2. The project can solicit SDE assistance and support in promoting the project activities for a second year.

APPENDIX C

EVALUATION INSTRUMENTS

CAREER EDUCATION QUESTIONNAIRE FOR TENTH GRADERS

NAME ______________________________________

1. Sex: Male ☐

   Female ☐

2. How many career education work exposure experiences have you had this year? (Circle the appropriate number)

   0 1 2 3 4 5 6 7

3. What is the highest level of schooling you are now planning to complete?

   ☐ (1) Graduate or professional school (medicine, law, dentistry)
   ☐ (2) A four-year college or university
   ☐ (3) Two years of college
   ☐ (4) A technical, trade, business or beautician school
   ☐ (5) High school, then to a job of my choice
   ☐ (6) Training in armed services
   ☐ (7) Less than high school

4. How many years have you lived here and gone to this school system?

   ☐ (1) One year or less
   ☐ (2) Between one and three years
   ☐ (3) Between three and six years
   ☐ (4) More than six years, but not since first grade
   ☐ (5) I have been in Orleans schools since first grade.

5. Does your family speak French at home?

   ☐ (1) No
   ☐ (2) Sometimes, but not always
   ☐ (3) We always speak French at home

6) If you had to rate your career education work exposure experiences on a ten point scale (with ten being the highest rating), how would you rate them? (circle your answer)

1 2 3 4 5 6 7 8 9 10

7) What do you think have been the good things about the work experience program?

8) What do you think have been the problems with the work exposure program?

PAGES 62 THROUGH 66 CONTAINING COUNSELOR EVALUATION SHEETS WHICH LIST THE NAMES OF TENTH GRADE STUDENTS BEING EVALUATED WAS REMOVED FROM THIS DOCUMENT PRIOR TO ITS BEING SUBMITTED TO THE ERIC DOCUMENT REPRODUCTION SERVICE.

(X7)

LETTER OF ASSURANCE

January 15, 1973

Dr. Robert M. Worthington
Associate Commissioner of Adult,
  Vocational and Technical Education
U.S. Office of Education
Washington, D. C. 20202

Dear Commissioner Worthington:

In response to your letter of August 29, 1972, regarding the supplemental $9 million allocation of vocational education research, we are submitting this letter of assurance. The letter has been prepared in accordance with the guidelines provided in the Office of Education's Policy Paper No. AVTE-V72-11.

a) We intend to establish this state's Part C demonstration, testing and development site in the local school district of Orleans Central Supervisory Union, Orleans, Vermont.

Orleans Central is a rural district (pop. 5541) servicing 1507 students from 6 small towns. With family income below the state average it receives above average state aid support Title I funding (It has the highest percentage of low income families of any supervisory union in the state of Vermont). It has been able to maintain a limited work study program and does support 40 students at a regional vocational school.

With the building of the Lake Region Union High School, all students of grades 9 through 12 are offered a diversified educational program at this central site. All of the students of grades 9 through 12 (496) will be directly served by the curriculum development component of the project. Ninth and/or tenth graders will be part of an intensive work-experience component and 12th graders will receive on-going assistance to secure placement in either a job, a post-secondary program, or a baccalaureate program.

Table I details the student enrollment and teacher/counseling staff of the union high school in which the project will operate.

CAREER EDUCATION PROJECT AS PER USOE POLICY PAPER NO. AVTE-V72-11

PROJECT TITLE: Vermont Secondary Career Education Model

PROJECT DIRECTOR: Mr. Paul Henry
Superintendent of Schools
Orleans Central Supervisory Union
Orleans, Vermont

PERSON RESPONSIBLE: Mr. Cola Hat[illegible]
State Director
Vocational and Technical Education
State Department of Education

BUDGET: $20,787

PROJECT DURATION: April 1, 1973 through June 30, 1974

Lake Region Union High School Student Population (1972-73)

Grade 12	108
Grade 11	138
Grade 10	128
Grade 9	122
Total	496

Staff	Teachers	Counselors
	35	2

c) FOCUS OF THE PROJECT

Introduction

To insure that these funds have sufficient impact and comprehensiveness, this career education effort takes the staff and students of grades 9 through 12 as its target group. In addition to restructuring its total guidance and counseling around a total career awareness, work-experience and placement program, the project will also involve all 9th through 12th grade teachers in developing learning activities which will tie together the student's academic experience and his growing career development. Also, as extensive programs of work-experience and placement require manpower and expertise in the work-study area, present work-study capacity will also be increased through this program.

The following section presents an outline of objectives and procedures for the 3 components of this project: curriculum development (9-12), work experience (grade 9 and/or 10), and placement (grade 12). In terms of the Bureau's FOCUS OF THE PROJECTS component outline, the curriculum component will center on number 1 - self-awareness, attitude improvement and decision-making skills; the work-experience component will implement number 4 - work-experience in a wide variety of occupational areas; and the placement component will restructure the guidance and counseling department's capacity regarding number 5 - the placement of all existing students.

The project can be divided into 2 phases. During phase 1, teachers will be introduced to career education and an in-service to begin curriculum development will be held (September, 1973). Also during phase 1, students will be pre-tested, and job site identification will begin. An advisory role for parents and job supervisors will also be developed during phase 1.

Phase 2 will involve the implementation of curriculum in the classroom, the extensive student occupational exposure program, and total placement of exiting students.

Curriculum Development Component

Need

Through implementation of 3 extensive career education projects within the state of Vermont and through extensive correspondence and travel throughout the New England region and the entire United States, personnel of the Vermont State Department of Vocational and Technical Education and personnel of the Orleans Central School District have seen career education curriculum efforts flourish at the elementary level. With the elementary teacher more concerned with the entire personal development of his or her students, a variety of career awareness and exploration activities are often quickly identified and introduced in the classroom. However, again and again, projects successful at the elementary level have found secondary teachers (particularly those in the academic areas of language arts, social studies, science and mathematics) less responsive articulating and implementing classroom activities which tie the student into the world of careers and help him or her to develop the skills necessary in making appropriate career choices. As a result of this phenomenon, this project sets the following curriculum objectives to be met through the procedures outlined.

Objective One

10 Teachers

Teachers in grades 9 through 12 will identify and implement on a regular basis career education activities which increase self-awareness, develop favorable attitudes and increase decision-making skills.

Objective Two

10 Teachers

Teachers in grades 9 through 12 will identify and implement activities that emphasize the relationship between academic subjects and careers. + existing

Objective Three

The school will increase participation in occupational preparation through the area vocational center.

11th + 12th [illegible]

Procedures

1) April 1, 1973 was chosen as the starting date for this project because a "Youth Day" - emphasizing on-site job exposure - is to be held on that date. Prior to the Youth Day, counselors and teachers will be involved in interviewing students regarding their vocational interests and in securing sites for visitation during Youth Day.

2) After the Youth Day, the counseling staff will summarize all vocational interest data and student evaluations of their Youth Day experiences. The counselors will then begin working with department chairmen in developing an implementation strategy for curriculum change. The specifics of the fall workshop will be developed. (Consultant assistance will be utilized to assist all parties in clarifying the definition of "Career Education".)

3) Staff will be maintained on a part-time basis during the summer to identify the occupational exposure sites needed, and to identify specific consultants for ~~the fall and school~~ year curriculum workshops.

4) During a pre-school workshop on writing performance objectives, the emphasis will be placed upon helping teachers identify lively education experiences and define the growth in student self-awareness, knowledge or deciding skills which will ensue. (Teachers will also develop "occupational exploration interview sheets" related to specific subject areas.) Also, all 9 through 12 grade teachers will be introduced to the wide variety of career education activities already identified and they will be invited to develop their own lists of activities which they can implement during the school year. To facilitate their involvement, the following activities format will be employed: field trips, resource people, hands-on experience, role-playing, and all-subject tie in.

In addition, teachers, counselors, work-study staff, administrators and prospective work-experience supervisors will work together to identify ways of integrating the student's work-experience with his academic subjects

5) Throughout the school year a curriculum development consultant(s) will work with all teachers through a series of at least 5 workshops to further ✓ develop and evaluate curriculum activities. This consultant will have a unique opportunity to work with the 9th and/or 10th grade teachers on a more prolonged basis as they will be periodically released from classroom responsibilities when their students are block scheduled for week-long on-site work-experiences. (These 9th and/or 10th grade teachers will also make on-site visitations with students and job supervisors during their released time.)

6) The project staff will involve the Area Vocational Director in better ✓ informing the teachers and students of the opportunities of the area vocational center.

Staffing

The project will rely on consultant services to provide necessary curriculum expertise during the first phase of the project. The larger portion budgeted for consultant services will be used for on-going consultant support during the year. A person(s) with ability to motivate classroom teachers and assist them with the practical problems of classroom implementation will be sought for this on-going role.

Occupational Exploration Component

Need

Counseling interviews of students reveal that 40% of juniors and 60-70% of 8th graders have developed no clear vocational interest. The 9th and/or 10th graders need a heavy dose of work experience now if they are to make the best use of their 11th and 12th years of academic and vocational opportunities. The following objectives and procedures outline the intensive occupational exploration program at the 9th and/or 10th grade levels.

Objective One

With parental approval, ~~9th and/~~or 10th graders will have 3 one-week work experience in clusters related to their interests and abilities. Participation of at least 50% is set as a success criteria. These students will range across all interest and ability areas.

Objective Two

Work-experience students will significantly increase:

a) their knowledge about careers

b) their self-awareness of their interests and abilities

c) their attitude toward the value of work

d) their ability to make more appropriate career choices

e) their use of academic and vocational opportunities as shown by better grades in career related classes, better school attendance, fewer disciplinary incidents, more realistic selection of their 11th and 12th grade academic and vocational courses, and the impact upon the grade dropout rate will also be inspected.

Procedures

1) Results of the present interviewing and/or testing of all 9th and/or 10th graders, and 12th graders regarding their present career interests and plans will be summarized by the guidance staff and recommendations based upon such summary will be used in restructuring the guidance staff around the career education theme.

2) Next year's 9th and/or 10th graders will be tested this spring regarding their knowledge, self-awareness, attitudes and decision-making skills. This data, along with school records on cognitive achievement and aptitude will be used by the guidance staff during late spring and summer to develop individual profiles of future 9th and/or 10th graders regarding appropriate work experiences for the 1973-74 school year.

3) The occupational exploration coordinator (retained during the summer with project funds) will use the above dat in identifying sufficient occupational exploration sites and job supervisor commitments.

4) The guidance department, 9th and/or 10th grade teachers, occupational exploration coordinator and selected job supervisors will develop a format of questions and tasks for all work-experiences which will tie together the classroom and site experiences of the student.

5) All of the above will make site contact and evaluate the extent to which questions were answered and tasks performed. Student involvement in this stage of evaluation will be emphasized.

Staffing

Project funds would allow a person to be a half-time occupational exposure coordinator from June, 1973 to June, 1974. Limited secretarial assistance would also be provided.

Placement Component

Need

While efforts are presently being made to assist all students, the personnel find that while assistance in application procedures is feasible for all college-bound students, the placement of their exiting students on jobs or in post-secondary occupational programs is more difficult. Along with identifying many more prospective employers in the area, the school must improve its coordination of the 40 students presently enrolled in the nearby vocational center.

Objective

To insure the placement of all exiting students in either:

a) a job

b) a post-secondary occupational program

c) a baccalaureate program

d) military service

Procedures

1) The guidance department will continue with its individual interviewing of all 11th and 12th graders.

2) College-bound students will be assisted with their college applications.

3) Students of appropriate interest and ability will be assisted on an individual and small group basis of investigating available post-secondary occupational opportunities. The guidance department will establish on-going personal contact with admissions personnel of these post-secondary centers, and introduce individual students to appropriate center personnel.

4) The guidance department will list the names and interests of all exiting students not moving toward further education. These students will be acquainted with present regional job opportunity information and will be assisted in securing interviews with at least 2 prospecitve employers. When possible, these students will also be placed in work-study sites which lead to full-time employment. (Although the counselors work through the State Employment Office, they will follow up on all referrals made to that agency and provide assistance when problems occur.)

Staffing

This component relies upon the present guidance staff. The on-going restructuring of the guidance department to meet this need is anticipated.

d) "R & D" COST/TRANSPORTABILITY AND COMPREHENSIVENESS

Careful measurement is assured through the assistance of a contracted third-party evaluator, the New England Resource Center for Occupational Education. Their technical assistance has been employed in articulating the above objectives. These objectives will be further refined with success criteria set and instruments identified or developed. As NERCOE stresses frequent on-site contact and feedback, necessary program revisions can be quickly developed.

The attached budget shows costs falling either into the curriculum development or work-experience/placement areas. Thus, per student program costs can be computed with the work-experience and placement coordinators additional salary proportioned between work-experience and placement in terms of his actual work schedule.

The above objectives interrelate guidance and counseling, curriculum development and occupational exploration. Through work experience the comprehensive nature of the project is best illustrated at grade 9 and/or 10 where block scheduling will allow on-going interaction between guidance staff, academic teachers, the work-study coordinator and job supervisors. This joint effort calls for the comprehensive set of objectives regarding 9th and/or 10th grade student improvement.

The comprehensiveness of this project is also shown in the close state/local cooperation. State Department of Education staff are daily involved in designing and implementing career education across Vermont. They are constantly involved as resource persons in in-service activities and establish frequent communication and dissemination activities within the state and at the national level. Further developmental assistance from the U.S. Bureau of Adult, Vocational, Technical Education is invited.

e) CONCENTRATION FOR SUFFICIENT IMPACT

The limiting of the curriculum effort to 9 through 12 academic teachers and the concentrated effort at grades 9 and/or 10 are meant to insure concentration of effort for impact.

f) DURATION OF PROJECT

The proposed starting date is April 1, 1973. The end date is June 30, 1974. The first 5 months will stress planning and initial preparation; most funds will be expended from September, 1973 to June, 1974.

g) THIRD-PARTY EVALUATION

As noted above, evaluation services will be contracted from the New England Resource Center for Occupational Education. Dr. Richard Gustafson, Director of Manpower and Management Services, and Mr. Peter Fellenz, Coordinator of Evaluation Services have been responsible for Title I, III, VII, and VIII evaluations and are presently contracted as third-party evaluators for 4 separate career education projects throughout New England. While utilizing tests and other performance instruments to measure student growth, they are also responsive to Dr. Sidney High's recommendation that the basic processes of each component be carefully documented to insure necessary revisions and to document for others the processes which best produce the desired products or outcomes.

h) UNIT AND PERSONS RESPONSIBLE

The state organizational unit and its individual responsible is:

Cola Watson
State Director
Vocational and Technical Education
State Department of Education

On-site the Project Director is Mr. Paul Henry, Superintendent. Mr. Howard Murphy, Chairman, Guidance and Counseling, will coordinate daily operations.

i) QUALIFICATIONS OF STAFF

Howard Murphy, M.A. (Guidance and Counseling), Florida Atlantic University, has 10 years of education experience as a teacher and counselor.

j) FISCAL CONTROL AND ACCOUNTING

Fiscal control will rest with the Orleans Central Supervisory Union. Mr. Hollis Rowell, Business Manager, will establish a separate accounting system to insure proper disbursement and accounting of federal funds allocated.

k) BUDGET

(See attachment.)

We trust that this Letter of Assurance covers the points specified in the Bureau's Policy Paper No. AVTE-V72-11, and we look forward to the negotiation and award of an appropriate grant document at an early date.

Sincerely,

Cole R. Watson
State Director of Vocational Education

Date Jan 16, 1973

Executive Officer of the State Board of Education

Date 1-16-73

BUDGET

	Part C	Local
SECONDARY COMPONENT (CURRICULUM)		
1) Personnel		
Consultant(s)	3000	
In-Service (stipends and released time for 40 teachers)	2000	
2) Travel		
Consultants	750	
Staff (out of district)	700	
3) Materials and Supplies		
4) Communications		
5) Services		
GUIDANCE AND COUNSELING COMPONENT		
1) Personnel		
Project Coordinator (Guidance Chairman, 1/3 time)		4200
2) Travel	500	
3) Materials and Supplies	200	200
4) Communications	100	100
5) Services		
Testing and Scoring	250	500
OCCUPATIONAL EXPLORATION COMPONENT		
1) Personnel		
½ time Occupational Exploration Coord.	5400	
½ time Occupational Exploration Coord.		5400
Summer pay for Occupational Exploration Coordinator	580	
Secretary (Part-Time)	794	
2) Travel		
Occupational Exploration Coordinator	500	
Students	2000	

BUDGET

	Part C	Local
OCCUPATIONAL EXPLORATION COMPONENT (Continued)		
3) Materials and Supplies	— 1500 —	
4) Communications		
5) Services		
PLACEMENT COMPONENT		
1) Personnel Guidance and Counseling Staff (1 at 1/3 time)		4200
2) Travel		200
3) Materials and Supplies		100
4) Communications		100
5) Services		
ADMINISTRATION		
Testing and Scoring		
Third-Party Evaluation	1875	
Bookkeeping (central office)	132	
Dissemination	500	
TOTAL	20781	15000

ACCESSION NUMBER: VT102960

PUBLICATION DATE: DEC75

TITLE: A FOLLOW-UP SURVEY OF THE GRADUATES OF THE HIGH SCHOOLS IN VOCATIONAL EDUCATION REGION NO. 8, NEW HAMPSHIRE. FINAL REPORT.

PERSONAL AUTHOR: CRIM, ROGER D.; ROSS, EUGENE W.

DESCRIPTOR: *GRADUATE SURVEYS; *VOCATIONAL EDUCATION; *VOCATIONAL FOLLOWUP; *HIGH SCHOOL GRADUATES; RESEARCH

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DESCRIPTIVE NOTE: 32P.

ABSTRACT: A FOLLOWUP SURVEY OF THE GRADUATES OF THE PUBLIC HIGH SCHOOLS WITHIN VOCATIONAL REGION EIGHT, NEW HAMPSHIRE, WAS CONDUCTED TO OBTAIN BASE DATA AS A FIRST STEP IN ENABLING VOCATIONAL EDUCATORS TO PLAN FUTURE CURRICULUMS AND PROGRAMS. INFORMATION REGARDING EDUCATIONAL AND VOCATIONAL HISTORY WAS OBTAINED VIA TELEPHONE INTERVIEW FROM A LARGE RANDOM SAMPLE OF THE 1968, 1970, 1972, AND 1974 GRADUATES OF THE HIGH SCHOOLS IN REGION EIGHT. THE "DICTIONARY OF OCCUPATIONAL TITLES" WAS UTILIZED AS A GUIDE IN CATEGORIZING THE VOCATIONS OF THE GRADUATES. THE OVERALL RESPONSE RATE WAS 66.4 PERCENT (840). THE DATA WERE TABULATED IN FREQUENCIES AND PERCENT OF RESPONSES. A COMPOSITE TABULATION AND PROFILE WAS OBTAINED FOR THE REGION AND FOR EACH INSTITUTION. THE STATISTICAL FINDINGS INDICATED THAT ALL SIX MAJOR VOCATIONAL AREAS WERE REPRESENTED IN THE EMPLOYMENT PROFILE. EVEN THOUGH A LARGE PERCENT (26) OF THE GRADUATES INDICATED AN UNEMPLOYED STATUS, ONLY SEVEN PERCENT INDICATED THEY WERE LOOKING FOR EMPLOYMENT. THE INTERVIEW FORMS ARE APPENDED TO THE REPORT, ALONG WITH A LIST OF THE OCCUPATIONAL CATEGORIES, DIVISIONS, AND GROUPS USED IN THE DATA ANALYSIS. (NJ)

INSTITUTION NAME: LACONIA SCHOOL DISTRICT, N.H.

SPONSORING AGENCY NAME: OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

102 960

1

FINAL REPORT

A FOLLOW-UP SURVEY OF THE GRADUATES OF THE HIGH SCHOOLS IN VOCATIONAL EDUCATION REGION #8, NEW HAMPSHIRE

Conducted Under
Part C of the Vocational Amendments of 1968

by

Roger D. Crim
Assistant Professor of Education
Plymouth State College

and

Eugene W. Ross
Vocational Education Director
Laconia Area Vocational Education Center #8

December, 1975

VT 102 960

2

A FOLLOW-UP SURVEY OF THE GRADUATES OF THE HIGH SCHOOLS IN VOCATIONAL EDUCATION REGION #8, NEW HAMPSHIRE

by

Roger D. Crim
Assistant Professor of Education
Plymouth State College

Eugene W. Ross
Vocational Education Director
Laconia Area Vocational Education Center #8

December, 1975

ABSTRACT

Purpose of the Study

A follow-up survey of the graduates of the public high schools within Vocational Region #8, New Hampshire, was conducted. The purpose of the study was to obtain a base with regard to the products of the region's public secondary institutions as the first step in the process enabling vocational educators at the local, regional, and state levels to plan future curriculum and programs. Curriculum, policy, and financial decisions based upon up-to-date data will ensure the relevancy, appropriateness, and the accountability of the Region #8 program and the expenditure of local, state, and federal funds in such a vocational education program.

The follow-up study was funded with monies obtained through a research grant as provided by the Vocational Education Amendments of 1968 (P.L. 90-576). The applicant organization was the Laconia School District, Laconia, NH.

Description of the Study

Information regarding the educational and vocational history of the high school graduates was obtained via the telephone interview. The telephone interview being more cost/effective than either the mailed questionnaire or the personal interview.

The population for the study consisted of the 1968, 1970, 1972, and 1974 graduates of the six public high schools within Region #8. The population for the study numbered 2509. For sampling purposes

the population was stratified via school and graduating class. A simple random sample was obtained from each of the twenty-four strata. To ensure adequate pieces of data for analysis, a large overall sample was selected (50.5 percent; N=1266)

A interview form was developed on which the telephone interviewers recorded the educational and vocational history of the graduates. The Dictionary of Occupational Titles was utilized as a guide in categorizing the vocations of the graduates. The overall rate of response was 66.4 percent (N=840).

Analysis and Results

The data was tabulated in frequencies and percent of responses. A composite tabulation and profile was obtained for the region (all six institutions and each graduating class) and for each institution (all graduating classes).

The profile of the occupational and educational history of the graduates was utilized as a data source for vocational education curriculum development at the regional level. A profile of the graduates of each high school was provided to the local school administrators and school counselors.

The statistical findings indicated that all six major vocational education areas were represented in the employment profile. Even though a large percentage (26) of the graduates indicated an

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unemployed status, only seven percent indicated they were looking for employment. A need for a food service vocational education program was shown. This need was not indicated in two previous studies.

Recommendations

The researchers recommended that (1) the Laconia Area Vocational Center investigate all vocational areas within the curriculum planning and development process and that (2) the sending high schools within Region #8 institute a uniform system for follow-up of students leaving their respective schools.

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Chapter 1

INTRODUCTION

It is vital that educational planners examine carefully the basic relationship of school programs to the needs of all individuals for occupational and life preparation and to the preparation which schools should and can provide. (7:3) The focus of most evaluative studies should be on the product or the outcomes of the educational system. Educational leaders need to look at the former students. The follow-up study is one important component of a larger design for evaluating the educational endeavor. (8:5)

Follow-up studies of graduates are vital components of program and institutional evaluation. The results of such activity, if accurately derived, translated, and applied, can provide a data base that is of great value in the program and policy making decisions of institutions and state systems of vocational education. (4:25; 7:34)

A follow-up study or "self-survey" can act as a motivating force for change. "At the very least, a follow-up study will probably indicate areas requiring change of some sort -- addition of new programs, deletion of others or revision of existing programs." (8:6)

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The results of the follow-up can be very useful in curriculum modification or development. "Follow-up studies can produce valid and reliable findings useful in making sound educational decisions at the local, area, state, and national levels." (8:30; 5:936)

PURPOSE OF STUDY

A follow-up survey of the graduates of the public high schools within Vocational Education Region #8, New Hampshire, was conducted. The purpose of the study was to obtain information regarding the product of the region's public secondary institutions, as the first step in a process enabling the vocational educators at the local, regional, and state levels to plan future curriculum and programs. Curriculum, policy, and financial decisions based upon an up-to-date data base will ensure the relevancy, appropriateness, and the accountability of the Region #8 program and the expenditure of local, state, and federal funds.

FUNDING AND DIRECTION

The follow-up study was funded with monies obtained through a research grant as provided in the Vocational Education Amendments of 1968 (P.L. 90-576). The applicant organization was the Laconia School District, Laconia, New Hampshire. The study was initiated and directed by Dr. Eugene W. Ross, Vocational Director, Laconia Area Vocational Education Center #8, Laconia, New Hampshire. The principal researchers/consultants were Roger D. Crim, Assistant Professor, and Malcolm Bownes, Assistant Professor, of the Department of Education, Plymouth State College, Plymouth, New Hampshire.

Chapter 2

METHODOLOGY

Information regarding the post-graduation educational and vocational history of the high school graduates was obtained via the telephone interview. The telephone interview technique was determined more cost/effective than either the mailed questionnaire or the personal interview. (6:26)

Population for the Study

The population for the study consisted of the 1968, 1970, 1972, and 1974 graduates of the six public high schools within Region #8: Shaker Regional (Belmont), Newfound (Bristol), Franklin, Laconia, Inter-Lakes (Meredith), and Winnisquam (Tilton). See Table 1 for the sizes of the graduating classes of each school. The identified population for the study numbered 2509. (3)

The superintendents and building principals of the districts and schools included in the study were contacted and provided information with regard to the objective and design of the study. In each case full cooperation was provided. Each of the high schools provided the names of the students graduating in the graduation classes being surveyed. Information to assist in the contacting of the graduates was obtained from the counselors in the schools via a location information card completed by the counselors.

TABLE 1

GRADUATING CLASS SIZES

High School	Graduating Class 1968	1970	1972	1974
Belmont	26	38	31	51
Bristol	52	51	56	66
Franklin	111	124	96	125
Laconia	250	284	274	281
Meredith	58	59	65	74
Tilton	68	77	97	95

Sample for the Study

For sampling purposes the population was stratified via school and graduating class. Stratifying assured that each school and each graduating class was adequately represented in the sample utilized. A simple random sample (using a computer generated list of random numbers) was obtained from each of the twenty-four strata. To ensure adequate pieces of data for various statistical analysis, a large overall sample was selected. (1) See Table 2 for the sample sizes of the various strata. The overall sample size was 50.5 percent (N=1266).

Interviewers and Instrumentation

To contact the graduates and obtain the needed data, six persons were hired as interviewers. Each interviewer participated in a three-hour training and orientation session designed and directed by Mr. Robert Van Vliet, Assistant Professor, Department of Education, Plymouth State College, Plymouth, New Hampshire. The focus of the session was to explain the objective and the design of the study and to develop telephone interviewing techniques and strategies.

An interview form was developed on which the telephone interviewers recorded the educational and vocational history of the graduates (Appendix B). The Dictionary of Occupational Titles (2) was utilized as a guide in categorizing the vocations of the graduates.

TABLE 2

SAMPLE SIZES OF STRATA

High School	Graduating Class	Sample Size, Percent	Sample Size, Numeric
Belmont	1968	100	26
	1970	100	38
	1972	100	31
	1974	100	51
Bristol	1968	75	39
	1970	75	38
	1972	75	42
	1974	75	50
Franklin	1968	50	56
	1970	50	62
	1972	50	48
	1974	50	63
Laconia	1968	25	63
	1970	25	71
	1972	25	69
	1974	25	70
Merdith	1968	75	44
	1970	75	44
	1972	75	49
	1974	75	56
Tilton	1968	75	54
	1970	75	58
	1972	75	73
	1974	75	71

Interviewing Process

The telephone interviewing was conducted over a two-week period in the various communities. The interviewers attempted in all instances (except those out-of-state or out-of-country) to contact the high school graduates. In many instances, for various reasons, the high school graduate was not able to be contacted. However, the information needed was often supplied by a parent, grandparent, guardian, or spouse, knowledgeable of the graduate's educational and vocational history since graduation for high school.

Response Rate

The overall rate of response was 66.4 percent (N=840). See Table 3 for the response rate (percent and numeric) for each of the strata.

Analysis of Data

The data was tabulated in frequencies and percent of responses. A composite tabulation or profile was obtained for the region (all six institutions and each graduating class).

TABLE 3

RESPONSE RATE PER STRATA

High School	Graduating Class	Return Rate, Percent,	Return Rate, Numeric
Belmont	1968	61.5	16
	1970	86.8	33
	1972	90.3	28
	1974	82.4	42
Bristol	1968	33.3	25
	1970	65.8	23
	1972	54.8	25
	1974	50.0	13
Franklin	1968	76.8	43
	1970	79.0	49
	1972	75.0	36
	1974	79.4	50
Laconia	1968	47.6	30
	1970	76.1	54
	1972	66.7	46
	1974	90.0	63
Meredith	1968	59.1	26
	1970	50.0	22
	1972	36.7	18
	1974	51.8	29
Tilton	1968	59.3	32
	1970	75.9	44
	1972	58.9	43
	1974	70.4	50

Chapter 3

FINDINGS

Education/Training Beyond High School

1. Forty-eight percent (N=396) of the graduates received no additional education/training following high school graduation.
2. Of those obtaining additional education/training, ninety-four percent (N=412) attended full-time.
3. Forty-four percent (N=195) attended a four-year college/university.
4. Fourteen percent (N=63) attended a two-year college.
5. Twenty-six percent (N=115) attended a vocational technical or trade school.
6. Thirteen percent (N=56) participated in other education/training programs.

First Year Employment Status*

1. Eighty percent (N=674) of the graduates were employed immediately following graduation.
2. Sixty-two percent (N=522) of the total respondents were employed full-time.
3. Nineteen percent (N=161) of the total respondents were unemployed.
4. Three percent (N=29) of the total respondents were looking for work.
5. Nineteen percent (N=159) of the total respondents obtained additional education/training.
6. Eighteen percent (N=152) of the total respondents attended additional education/training programs full-time.
7. Seven percent of the sample indicating employment were employed in Professional, Technical, and Managerial Occupations.
8. Thirty-four percent of the sample indicating employment were employed in Clerical and Sales Occupations.
9. Twenty-eight percent of the sample indicating employment were employed in Service Occupations.

---

*A full description/breakdown of the occupation groups and categories of The Dictionary of Occupational Titles (2) appears in Appendix D.

10. One percent of the sample indicating employment were employed in Farming, Fishery, Forestry, and Related Occupations.

11. Three percent of the sample indicating employment were employed in Processing Occupations.

12. Eight percent of the sample indicating employment were employed in Machine Trades Occupations.

13. Seven percent of the sample indicating employment were employed in Bench Work Occupations.

14. Nine percent of the sample indicating employment were employed in Structural Work Occupations.

15. Three percent of the sample indicating employment were employed in Miscellaneous Occupations.

Current Employment Status

1. Seventy-three percent (N=612) of the total respondents are employed.

2. Sixty-three percent (N=465) of the total respondents are employed full-time.

3. Twenty-six percent (N=224) of the total respondents are unemployed.

4. Seven percent (N=59) of the total respondents are looking for work.

5. Sixteen percent (N=138) of the total respondents are receiving additional education/training.

6. Less than one percent (N=6) of the total respondents are receiving additional education/training part-time.

7. Seventeen percent of the sample indicating employment are employed in Professional, Technical, and Managerial Occupations.

8. Thirty percent of the sample indicating employment are employed in Clerical and Sales Occupations.

9. Twenty-one percent of the sample indicating employment are employed in Service Occupations.

10. Two percent of the sample indicating employment are employed in Farming, Fishery, Forestry, and Related Occupations.

11. Two percent of the sample indicating employment are employed in Processing Occupations.

12. Nine percent of the sample indicating employment are employed in Machine Trades Occupations.

13. Seven percent of the sample indicating employment are employed in Bench Work Occupations.

14. Eight percent of the sample indicating employment are employed in Structural Work Occupations.

15. Four percent of the sample indicating employment are employed in Miscellaneous Occupations.

CONCLUSIONS AND IMPLICATIONS

1. The statistical findings indicate that all six major vocational education areas are represented in the employment profile.

2. That although a large percentage (26) indicated they were unemployed only seven percent indicated a desire for employment.

Recommendations

1. The Laconia AREA Vocational Center investigate all vocational areas within the curriculum planning and development process.

2. It is recommended that the sending high schools within the AREA Center institute a uniform system for follow-up of students leaving their respective schools.

Chapter 4

SUMMARY

The purpose of this study was to investigate the employment patterns and the skills used in fulfilling the employment positions for the Vocational Education Center #8 in New Hampshire. Two basic findings were sought: (1) where did the graduate go immediately after graduation, and (2) where is the graduate now working and what skills are being utilized. The profile of the area comprises seven high schools in the central portion of the state and has a complete cross section of employment activities including agriculture, industrial, recreational, service, etc.

The sample for this study was selected from the graduation classes for the years 1968, 1970, 1972, and 1974. Six of the high schools were in the towns of Belmont, Bristol, Franklin, Laconia, Meredith, and Tilton. The seventh high school is in the town of Gilford, but is included in the data summary for Laconia. The Gilford High School will have its first graduation class in 1976.

The sample was selected and stratified to provide responses from each school and graduating class. The total population of these classes was 2509 from which a sample size of 1266 was selected. Each high school was given the list of names of those selected to complete the information needed so that the respondent could be contacted for a telephone interview. This process produced a 66.4 percent success in locating the requested information sought by telephone interviewers.

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APPENDIX A

LOCATION INFORMATION CARD

NAME: ______________ ______________ ____
LAST FIRST MI

SCHOOL: ______________ YEAR GRADUATED: ______

ADDRESS: ______________________________

TELEPHONE NUMBER: ______________

PARENT/GUARDIAN: ______________________
ADDRESS: ______________________________

TELEPHONE NUMBER: ______________

ADDITIONAL INFORMATION/COMMENTS FOR LOCATING PURPOSES: ______________________________

Do Not Write in This Block

APPENDIX B

INTERVIEW FORM

INTERVIEW DATA FORM FOR VOCATIONAL REGION #8 HIGH SCHOOL FOLLOW-UP SURVEY

High School Code: ☐

Graduation Year: ☐

I.D. Code: ☐

Education/training beyond high school:
☐ Full-time
☐ Part-time
☐ No

Kind of education/training program involved in:
☐ 4-year college
☐ 2-year college
☐ Vocational Technical
☐ Vocation Trade
☐ other (explain)
☐

Employment status first year:
☐ employed full-time
☐ employed part-time
☐ unemployed(any reason)
☐ military service

If unemployed or part-time employed, check those that apply:
☐ looking for work
☐ school full-time
☐ school part-time
☐ not looking for work
☐ housewife

First job title(including military service job title): ☐ occupation code
(1)________________(2)________________

First job tasks or activities: (1)________________
(2)________________
(3)________________

Current employment status:
☐ employed full-time
☐ employed part-time
☐ unemployed(for any reason)
☐ service

If unemployed or part-time employed, check those that apply:
☐ looking for work
☐ school full-time
☐ school part-time
☐ not looking for work
☐ housewife

If employed (full or part-time)job title (including military service job title): ☐ occupation code
(1)________________(2)________________

Job tasks or activities (1)________________
(2)________________
(3)________________

Interviewer:________________________Date:________________

Time of day________________Length of call________________

APPENDIX C

OTHER EDUCATION/TRAINING PROGRAMS

OTHER EDUCATION/TRAINING PROGRAMS*

Programs	Response Rate, Numeric
military	14
hospital	
nurse training	11
nurse aide training	3
technician training	2
secretarial school	4
telephone	3
airline	3
police/security academy	3
correspondence	2
adult education	1
apprentice (mason)	1
Bible institute	1

*The programs and corresponding responses are for Region #8.

APPENDIX D

OCCUPATIONAL CATEGORIES, DIVISIONS, AND GROUPS

OCCUPATIONAL CATEGORIES, DIVISIONS, AND GROUPS

OCCUPATIONAL CATEGORIES

0 1	Professional, technical, and managerial occupations
2	Clerical and sales occupations
3	Service occupations
4	Farming, fishery, forestry, and related occupations
5	Processing occupations
6	Machines trades occupations
7	Bench work occupations
8	Structural work occupations
9	Miscellaneous occupations

TWO-DIGIT OCCUPATIONAL DIVISIONS

PROFESSIONAL, TECHNICAL, AND MANAGERIAL OCCUPATIONS

00 01	Occupations in architecture and engineering
02	Occupations in mathematics and physical sciences
04	Occupations in life sciences
05	Occupations in social sciences
07	Occupations in medicine and health
09	Occupations in education
10	Occupations in museum, library, and archival sciences
11	Occupations in law and jurisprudence
12	Occupations in religion and theology
13	Occupations in writing
14	Occupations in art
15	Occupations in entertainment and recreation
16	Occupations in administrative specializations
18	Managers and officials, n.e.c.
19	Miscellaneous professional, technical, and managerial occupations

CLERICAL AND SALES OCCUPATIONS

20	Stenography, typing, filing, and related occupations
21	Computing and account-recording occupations
22	Material and production recording occupations
23	Information and message distribution occupations
24	Miscellaneous clerical occupations
25	Salesmen, services
26 27 28	Salesmen and salespersons, commodities
29	Merchandising occupations, except salesmen

SERVICE OCCUPATIONS

30 Domestic service occupations
31 Food and beverage preparation and service occupations
32 Lodging and related service occupations
33 Barbering, cosmetology, and related service occupations
34 Amusement and recreation service occupations
35 Miscellaneous personal service occupations
36 Apparel and furnishings service occupations
37 Protective service occupations
38 Building and related service occupations

FARMING, FISHERY, FORESTRY, AND RELATED OCCUPATIONS

40 Plant farming occupations
41 Animal farming occupations
42 Miscellaneous farming and related occupations
43 Fishery and related occupations
44 Forestry occupations
45 Hunting, trapping, and related occupations
46 Agricutural service occupations

PROCESSING OCCUPATIONS

50 Occupations in processing of metal
51 Ore refining and foundry occupations
52 Occupations in processing of food, tobacco, and related products
53 Occupations in processing of paper and related materials
54 Occupations in processing of petroleum, coal, natural and manufacture gas, and related products
55 Occupations in processing of chemicals, plastics, synthetics, rubber, paint, and related products
56 Occupations in processing of wood and wood products
57 Occupations in processing of stone, clay, glass, and related products
58 Occupations in processing of leather, textiles, and related products
59 Processing occupations, n.e.c.

MACHINE TRADES OCCUPATIONS

60 Metal machining occupations
61 Metalworking occupations, n.e.c.
62 63 Mechanics and machinery repairmen
64 Paperworking occupations
65 Printing occupations
66 Wood machining occupations
67 Occupations in machining stone, clay, glass, and related materials
68 Textile occupations
69 Machine trades occupations, n.e.c.

BENCH WORK OCCUPATIONS

70 Occupations in fabrication, assembly, and repair of metal products, n.e.c.
71 Occupations in fabrication and repair of scientific and medical apparatus, photographic and optical goods, watches and clocks, and related products
72 Occupations in assembly and repair of electrical equipment
73 Occupations in fabrication and repair of products made from assorted materials
74 Painting, decorating, and related occupations
75 Occupations in fabrication and repair of plastics, synthetics, rubber, and related products
76 Occupations in fabrication and repair of wood products
77 Occupations in fabrication and repair of sand, stone, clay, and glass products
78 Occupations in fabrication and repair of textile, leather, and related products
79 Bench work occupations, n.e.c.

STRUCTURAL WORK OCCUPATIONS

80 Occupations in metal fabricating, n.e.c.
81 Welders, flame cutters, and related occupations
82 Electrical assembling, installing, and repairing occupations
84 Painting, plastering, waterproofing, cementing, and related occupations
85 Excavating, grading, paving, and related occupations
86 Construction occupations, n.e.c.
89 Structural work occupations, n.e.c.

MISCELLANEOUS OCCUPATIONS

90 Motor freight occupations
91 Transportation occupations, n.e.c.
92 Packaging and materials handling occupations
93 Occupations in extraction of minerals
94 Occupations in logging
95 Occupations in production and distribution of utilities
96 Amusement, recreation, and motion picture occupations, n.e.c.
97 Occupations in graphic art work

ACCESSION NUMBER: VT102968

PUBLICATION DATE: DEC75

TITLE: CAREER DEVELOPMENT AND MEANINGFUL EXPLORATORY EXPERIENCES TO MIDDLE SCHOOL STUDENTS IN SOUTHERN INDIANA UTILIZING MOBILE DESIGN EDUCATIONAL UNITS. QUARTERLY REPORT (OCTOBER 1, 1975-DECEMBER 31, 1975).

DESCRIPTOR: *PROGRAM DESCRIPTIONS; *CAREER EDUCATION; *RESOURCE CENTERS; *DEVELOPMENTAL PROGRAMS; MIDDLE SCHOOLS; RURAL SCHOOLS; *MOBILE EDUCATIONAL SERVICES; ELEMENTARY SECONDARY EDUCATION

IDENTIFIER: INDIANA

EDRS PRICE: MF AND HC AVAILABILITY WILL BE ANNOUNCED IN VOL. 9, NO. 6.

DESCRIPTIVE NOTE: 12P.

ABSTRACT: THIS QUARTERLY REPORT COVERS THE PERIOD OF OCTOBER TO DECEMBER 1975 OF A MOBILE RESOURCE CAREER EDUCATION UNIT PROJECT IN SOUTHERN INDIANA. THE MAJOR ACTIVITIES, ACCOMPLISHMENTS, AND EVENTS ARE BRIEFLY DESCRIBED. PUBLICITY, DISSEMINATION, AND STAFF DEVELOPMENT ACTIVITIES ARE PRESENTED, AND THE PROGRESS ON DATA COLLECTION AND EVALUATION PLANS AND PROCEDURES IS REPORTED. INCLUDED IN THE REPORT ARE LISTINGS OF SCHOOLS THAT BORROWED MATERIALS FROM THE CAREERS RESOURCE PROJECT (CRP) AND OF SCHOOLS AND CONFERENCES THAT USED THE CRP MOBILE UNITS DURING THE REPORTING PERIOD. A SAMPLE ISSUE OF THE PROJECT NEWSLETTER IS APPENDED TO THE REPORT. (NJ)

CONTRACT NUMBER: OEG-0-73-5312

INSTITUTION NAME: INDIANA STATE BOARD OF VOCATIONAL AND TECHNICAL EDUCATION, INDIANAPOLIS.

SPONSORING AGENCY NAME: OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

102 96

QUARTERLY REPORT

Project No. V361182
Grant No. OEG-0-73-5312

Career Development and Meaningful Exploratory Experiences to Middle School Students in Southern Indiana Utilizing Mobile Design Educational Units

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Joe W. Roth, Director
Careers Resource Project
Indiana State Board of Vocational and Technical Education
120 West Market Street - 16th Floor
Indianapolis, Indiana 46204

December 1975

VT 102 968

PERIOD COVERED

October 1, 1975 to December 31, 1975

ACCOMPLISHMENTS DURING THIS PERIOD

(a) Conducted 61 in-service programs during this reporting period involving approximately 567 educators.

(b) Teachers in the project area are utilizing the services of the materials center. In excess of 986 educators have checked out on loan audio-visual kits, career education games, filmstrips, books, and other career-related materials. Approximately 15,042 students have benefited from the use of these aids.

(c) The following is a listing of those schools which have borrowed on loan CRP career education materials during this reporting period.

Boonville High School, Boonville, Indiana
Chrisney Elementary School, Chrisney, Indiana
Clay-Huff Elementary School, Evanston, Indiana
Cynthia Heights Elementary School, Evansville, Indiana
Forest Park High School, Ferdinand, Indiana
Lutheran Elementary School, Evansville, Indiana
Newburgh Elementary School, Newburgh, Indiana
Pike Central High School, Petersburg, Indiana
Princeton High School, Princeton, Indiana
Southridge High School, Huntingburg, Indiana
Bloomington High School North, Bloomington, Indiana
Clarksville Community School Corp., Clarksville, Indiana
David Turnham Educational Center, Dale, Indiana
Dollens Elementary School, Oolitic, Indiana
Eastern Junior High School, Pekin, Indiana
Evansville-Vanderburgh School Corporation Administrative Office, Evansville, Indiana
Ferdinand Consolidated School, Ferdinand, Indiana
Fifth Street Elementary School, Jasper, Indiana
French Lick Conference, French Lick, Indiana
Glenwood School, Evansville, Indiana
Haysville Elementary School, Haysville, Indiana
Hebron Elementary School, Evansville, Indiana
Helfrich Park School, Evansville, Indiana
Huntingburg Middle School, Huntingburg, Indiana
Ireland Junior High School, Ireland, Indiana
Lincoln School, Evansville, Indiana
Luce Elementary School, Richland, Indiana
Marengo School, Marengo, Indiana
McGary School, Evansville, Indiana
Mt. Vernon Senior High School, Mt. Vernon, Indiana
North Posey Junior High School, Poseyville, Indiana
Oolitic Elementary School, Oolitic Indiana
Oolitic Junior High School, Oolitic, Indiana
St. Anthony School, Evansville, Indiana
Shawswick Elementary School, Bedford, Indiana
Shoals Elementary School, Shoals, Indiana

Dubois Southside Elementary School, Dubois, Indiana
Springville Elementary School, Springville, Indiana
Vincennes Community School Corp., Vincennes, Indiana
West Washington Elementary School, Campbellsburg, Indiana
West Washington High School, Campbellsburg, Indiana

MAJOR ACTIVITIES AND EVENTS

(a) The Careers Resource Project Advisory Committee met on Nov. 6 for the first time during this school year. Leaders representing business, industry, government service, and education were in attendance.

(b) The Director met with the State Coordinator of Career Exploration and Guidance and Director of the Indiana Career Resource Center for the purpose of planning for fourth year funding, November 13.

(c) A tentative budget draft for fourth year funding (July 1, 1976 - June 30, 1977) was sent to state department officials for review and comments on December 5.

(d) During this quarter the CRP mobile units have been used by the following schools and/or conferences.

Mobile Unit I

October 1-2	West Washington High School, Campbellsburg
October 22	Tekoppel Elementary School, Evansville
October 23	*Memorial High School (ISTA), Evansville
October 24	*Holy Redeemer School (ISTA), Evansville
November 3-7	Dubois High School, Dubois
November 10	Clay-Huff Elementary School, Evanston
November 12-14	Southridge High School, Huntingburg
November 18	Dexter Elementary School, Evansville
November 19	Hebron Elementary School, Evansville
November 21	St. Anthony Elementary School, Evansville
November 25	Corpus Christi School, Evansville

*Indicates Conferences

Mobile Unit II

October 1	McGary School, Evansville
October 14	Harwood Elementary School, Evansville
October 15	St. Agnes Elementary School, Evansville
October 20-22	Chrisney Elementary School, Chrisney
October 23	*Tenth Street Elementary (ISTA), Jasper
October 29	Daniel Wertz Elementary School, Evansville
November 5	Helfrick Park Elementary School, Evansville
November 6-7	Lutheran School (6-8), Evansville
November 13-14	Lutheran School (K-5), Evansville
November 17-18	David Turnham Educational Center, Dale
November 19	*Southern Indiana Career Education Conference, French Lick

November 24-26	Oolitic Elementary School, Oolitic
December 1-5	West Washington High School, Campbellsburg
December 8-11	West Washington Elementary School, Campbellsburg
December 12	East Washington High School, Pekin
December 12-17	Chrisney Elementary School, Chrisney
December 18-19	English High School, English

*Indicates conferences

PROBLEMS

(a) One of the two mobile units experienced major mechanical difficulties on November 25. It is expected to be out of service for a period of three weeks. Those schools who were scheduled to have this unit have been contacted and the unit will be rescheduled for their use prior to January 15, 1976.

(b) While a substantial effort has been expended, the project continues to find it difficult to get high school level (9-12) teachers to totally "infuse" career education concepts into their traditional curriculum. Nevertheless, field trips, guest speakers, and the use of career education media materials are being utilized by teachers in grades 9-12.

PUBLICITY ACTIVITIES

(a) The CRP participated in the Southern Indiana Career Education Conference on November 19, 1975 at French Lick, Indiana. The project was responsible for providing a mobile unit and an interest session on The Use of Graphics in Career Education.

(b) The October and November-December issues of the CRP newsletter, Career Expressions, are documented in Appendix A. Because of the increase demand for this newsletter the mailing has increased from 600 to 750 copies per month.

(c) Representatives from the following organizations visited the project site during this report period:

- Barr-Reeve Community Schools, Inc.
- Crawford County Community School Corporation
- Greater Jasper Consolidated Schools
- Indiana Career Resource Center (South Bend)
- Indiana State Department of Public Instruction, (Division of Vocational Education)
- Members of CRP Advisory Committee
- South Spencer County School Corporation
- University of Evansville
- Warrick County School Corporation
- West Washington School Corporation

DISSEMINATION ACTIVITIES

(a) The Director attended the newly founded state-wide career education advisory committee. The Director presented a briefing on the role and function of the CRP. Newsletters and project brochures were distributed to committee in person on October 16.

(b) The CRP staff conducted in-service activities for Indiana State Teachers Association (ISTA - regional sites) at Indianapolis, Evansville, and Jasper on October 23-24. Approximately 75 educators from across the state requested a copy of our materials catalog and infusion manual. These materials were mailed on December 18.

(c) The project provided a "package" of relevent career education materials and references to the Career Education Televised Seminar Series (CETSS at the University of Evansville). These materials will further enhance the degree of career education awareness and increase the momentum of career education in Southwestern Indiana - potentially state and/or nationwide, December 18.

PROGRESS ON DATA COLLECTION AND EVALUATION PLANS AND PROCEDURES

(a) During the fall of 1975 the Careers Orientation Battery (COB) was administered to 62 classes in the CRP service area. Students in 54 classes completed all scales of the battery, the results of these 1,591 students are summarized here.

General Results. It appears that all scales of all forms are usable. On many scales, average scores were near the guess rate, and average scores were below 80 percent in all cases. This indicates that further learning can be measured in the spring post-testing. Standard deviations are also quite low, especially on scales measuring the cognitive domain, thereby improving the chances of finding "significant" improvement. Correlations among scales are generally low, which is a desirable characteristic of a battery such as the COB in which various scales are intended to measure different attributes.

(b) State personnel from the Division of Vocational Education made six on-site visits during this report period: October 21, November 6, November 14, November 25-26, and December 23.

(c) The Director is continuing to submit to the third-party evaluator copies of all reports, memorandums, newly developed materials and other pertinent documents required for the purpose of objective evaluation. Significant reports are being sent to state officials.

OTHER ACTIVITIES

(a) The project staff is meeting on a periodic basis in an effort to develop a Rural School-Based Operational Manual (Model). A comprehensive placement model, a sub-part of this model will be completed in early January, 1976.

(b) The sound on slide presentation of the CRP has been updated. This 12 minute presentation reflects school and project activities.

STAFF EMPLOYMENT AND UTILIZATION

No changes during this report period.

STAFF DEVELOPMENT

(a) Staff members representing the Careers Resource Project and the Indiana Careers Resource Center convened on November 13-14, for the purpose of discussing issues relating to: (1) implementing strategies, (2) community involvement, (3) project products, (4) project role and function, and (5) project evaluation.

(b) The Carreers Resource Project staff visited the New Albany-Floyd County Consolidated School Corporation career education program for the purpose of "sharing ideas" and information, November 24.

Joe W. Roth
Project Director

January 6, 1976
Date

APPENDIX A

★ CAREER ★ EXPRESSIONS

CAREER EXPRESS

SOUTHERN INDIANA
CAREERS RESOURCE PROJECT
"NEWSLETTER"

511 4th Street Huntingburg, Ind. 47542
Phone (812) 683-3333
Joe W. Roth, Director

November-December 1975

"Career Education Makes Cents"

FROM OUR HOUSE TO YOUR HOUSE

FROM OUR HOUSE TO YOUR HOUSE,
TO FRIENDS WE LOVE SO DEAR;
MAY WE WISH YOU A MERRY CHRISTMAS,
AND A HAPPY NEW YEAR.

FROM OUR HOUSE TO YOUR HOUSE,
THAT YOU, OUR DEAR FRIENDS, WILL HEAR;
MAY THIS BE YOUR MERRIEST CHRISTMAS,
AND YOUR HAPPIEST NEW YEAR.

MAY YOUR HOUSE WITH LAUGHTER RING,
THIS MERRY CHRISTMAS DAY;
MAY YOUR HEART WITH RAPTURE SING,
AS THE OLD YEAR TICKS AWAY.

FROM OUR HOUSE TO YOUR HOUSE,
WE SEND OUR WISH SINCERE;
MAY YOU HAVE A MERRY CHRISTMAS;
AND A HAPPY NEW YEAR!

--A. Stilwell

--THE CAREERS RESOURCE PROJECT STAFF

NEWBURGH ELEMENTARY SCHOOL

The kindergarten and first graders are discovering themselves and their own uniqueness through a series of lessons on self-awareness.

Beth and Billy are pointing to the skills they have developed this fall. The bulletin board is entitled See What I Can Do. The charts show the teacher, child or parent exactly what skills the child has acquired.

WE ARE
FREE
TO
BE
YOU
AND
ME

The first graders are discovering their uniqueness through a Free To Be Me self-awareness program.

THE CAREERS RESOURCE PROJECT IS FUNDED BY:

State of Indiana, State Board of Vocational and Technical Education pursuant to Federal Grant Number OEG-0-73-5312 in cooperation with Division of Vocational Education, State Department of Public Instruction.

NEWBURGH ELEMENTARY SCHOOL

ASK BOOKIE WORM

After Mr. Ayer's fourth graders visited the "Pioneer Village" in Rockport, they built their own village from popsicle sticks. This project took six weeks to complete but as you can see, the students are proud of their accomplishment. They learned that building and planning a village takes time and care.

CRP PARTICIPATES IN CONFERENCE

The Careers Resource Project participated in the Southern Indiana Career Education Conference at French Lick on November 19. The conference was conducted by Jim Williams, Director, Careers Resource Project, New-Albany Floyd County Consolidated School Corporation.

Approximately 100 educators from Southwestern Indiana attended the conference which featured Sarah Laws, Principal, Bowling Green Junior High School, Bowling Green, Kentucky as keynote speaker.

The purpose was intended to create an awareness of career education and its development, motivate educators to implement their ideas, and to share career education experiences.

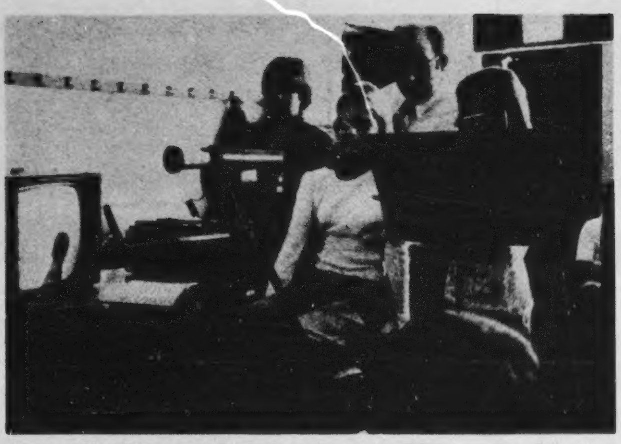
Interest sessions, field trips via video-taping, a film on the status of career education in Georgia, the utilization of materials and community resources, and displays from the Careers Resource Project (Huntingburg) and the Indiana Career Resource Center (South Bend) were components of the conference.

****

PLAYING SECOND FIDDLE is a great deal better than being left out of the orchestra.

****

MARENGO SCHOOL



Members of John Campbell's English class are in the process of producing the play Legend of Sleepy Hollow before T. V. cameras.

Students are not only learning how to operate television equipment, but are also overcoming minor cases of stage fright. In conjunction with the play, students read poems and short stories while being video-taped. The object of this experience is to increase reading ability and facial expressions and to improve voice inflections. After the filming, the students watched one another's performance and offered helpful comments.

Mr. Enlow of the high school business department is also involved with the use of T. V. equipment. He and his class are staging various business situations, such as job interviews, sales meetings, and sales transactions.

Members of the seventh grade English class pictured above with Mr. Campbell include: Dale Stroud, Lisa Ridenour, and Rhonda Stephenson.

WEST WASHINGTON SCHOOL CORPORATION

Copies of the "Resource Speaker Directory" for West Washington School Corporation have been made available to all participating teachers in the corporation. The directory, which lists field trip locations, guest speakers, and job observation sites, was compiled by the Career Education Team of West Washington.

They would like to thank the local businesses who have shown an interest in the career education program of West Washington School Corporation.

EASTERN JUNIOR HIGH SCHOOL

On November 25 while students met for an afternoon assembly, Eastern Junior High School teachers met for a Career Education workshop. Discussion topics included career education concepts and infusion, career-related video-tapes and materials, and planning for the "Career Day" on December 5. Participants in the workshop were Conley Marcum, Marcia Bricker, Brenda Hill, Dennis Maddox, James Thacker, Mary Hilton and Bradley Backherms. Through their team effort and hard work, these teachers are making career education a working reality at Eastern Junior High!

CRC, CRP, AND DPI MEET

Staff members representing the Career Resource Center (South Bend), Careers Resource Project (Huntingburg), and the Department of Public Instruction met on November 13-14 to discuss issues related to implementation strategies and the role of community involvement in career education. Also, project role and function, project evaluation, and the display of project products were topics of the two-day meeting.

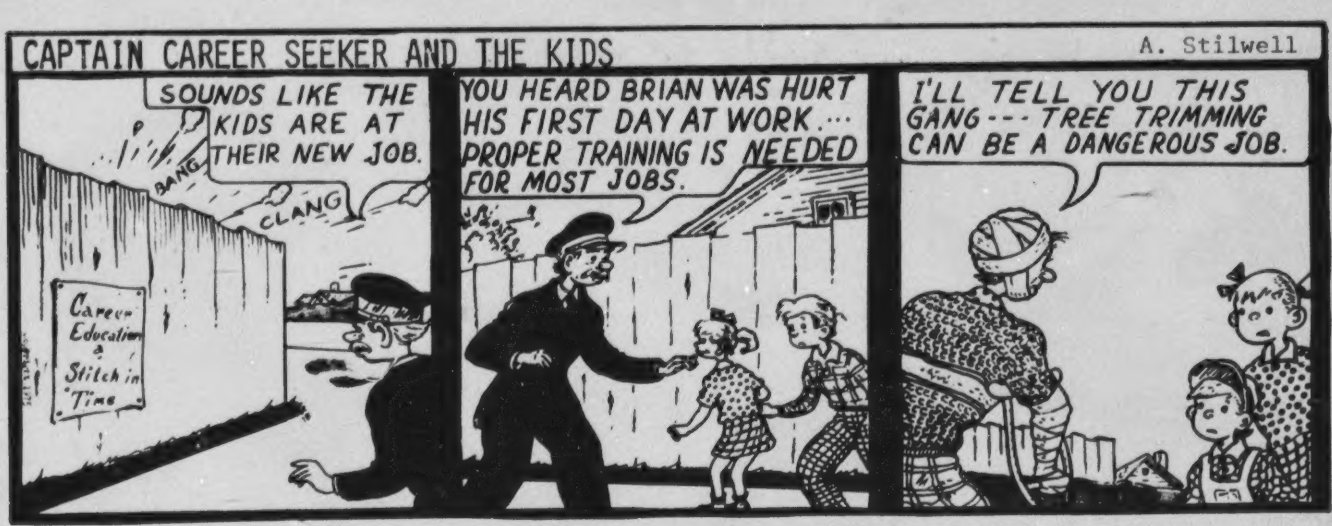
ANOTHER VIDEO-TAPE READY FOR LOAN

One of the most interesting of our video-taped field trips has proved to be that of "Happy" Kellems. Fifty years in baggy pants and a putty nose seems a bit strange, but not to "Happy," hobo clown at Santa Claus Land--a children's world of fantasy--located in Southern Indiana.

Show business is a family tradition for "Happy," his brothers, and parents. He started out as a minstrel man but later changed his act to the vaudeville stage. His life as a clown and entertainer has taken him to all parts of the United States and Canada. "Happy," as he puts on his make-up, tells his story and discusses at length what it takes to become one of a "dying breed."

We wish to thank "Happy" for this excellent opportunity to see what it is like to be a "funny man for life" and also Mr. Bill Koch and Santa Claus Land for letting us use their facilities.

If you are interested in using this video-tape, please contact us.


CAPTAIN CAREER SEEKER AND THE KIDS
A. Stilwell
SOUNDS LIKE THE KIDS ARE AT THEIR NEW JOB.
BANG
CLANG
Career Education a Stitch in Time
YOU HEARD BRIAN WAS HURT HIS FIRST DAY AT WORK.... PROPER TRAINING IS NEEDED FOR MOST JOBS.
I'LL TELL YOU THIS GANG --- TREE TRIMMING CAN BE A DANGEROUS JOB.

SOUTHWEST DUBOIS COUNTY
SCHOOL CORPORATION

CAREERS RESOURCE PROJECT
511 FOURTH STREET
HUNTINGBURG, IN 47542

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"The activity which is the subject of this publication is supported in whole or in part by the U. S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred."

ACCESSION NUMBER: VT102969

PUBLICATION DATE: 30JAN76

TITLE: IMPLEMENTATION OF THE OCCUPATIONAL CLUSTER CONCEPT -- A CURRICULUM TOOL FOR IMPROVING CAREER DEVELOPMENT AND PREPARATION EDUCATION. QUARTERLY REPORT: OCTOBER 1, 1975-DECEMBER 31, 1975.

PERSONAL AUTHOR: MILLER, HARRY

DESCRIPTOR: *DEVELOPMENTAL PROGRAMS; *PROGRAM DESCRIPTIONS; *CAREER EDUCATION; *PROGRAM DEVELOPMENT; OCCUPATIONAL CLUSTERS; SECONDARY EDUCATION; DECISION MAKING; CAREER AWARENESS; CAREER EXPLORATION; CAREER PLANNING

EDRS PRICE: MF AND HC AVAILABILITY WILL BE ANNOUNCED IN VOL. 9, NO. 6.

DESCRIPTIVE NOTE: 86P.

ABSTRACT: THIS QUARTERLY REPORT DESCRIBES THE ACTIVITIES AND ACCOMPLISHMENTS OF THE SECOND QUARTER OF A CURRICULUM DEVELOPMENT PROJECT IN CAREER EDUCATION FOR THE SECONDARY LEVEL. THE LISTING OF ACCOMPLISHMENTS IS KEYED TO PROJECT GOALS AND OBJECTIVES. MAJOR ACTIVITIES AND EVENTS OF THE REPORTING PERIOD ARE LISTED WITH BRIEF DISCUSSIONS OF THE PROBLEMS, PUBLICITY ACTIVITIES, DISSEMINATION ACTIVITIES, PROGRESS ON DATA COLLECTION AND EVALUATION PROCEDURES AND PLANS, STAFF EMPLOYMENT AND UTILIZATION, AND STAFF DEVELOPMENT. A TABLE OUTLINES THE MAJOR OUTCOME AREAS WITH OBJECTIVES AND RELATED OUTCOME QUESTIONS FOR THE TARGET GROUPS OF JUNIOR HIGH, LOCAL DISTRICT, OR AREA CENTER STUDENTS. THE FIVE MAJOR OUTCOME AREAS ARE SELF-AWARENESS AND EXPLORATION, CAREER AWARENESS AND EXPLORATION, CAREER DECISIONMAKING AND PLANNING, PLACEMENT, AND VOCATIONAL-TECHNICAL AND RELATED ACADEMIC SKILLS. FLOW CHARTS SHOW THE PRODUCTS AND PHASES TRACKS OF THE PROJECT. ALSO APPEARING IS A COMPOSITE LISTING OF PROJECT GOALS WITH SPECIFIC RECOMMENDATIONS FOR EACH GOAL. VARIOUS PROJECT-RELATED MATERIALS ARE APPENDED, INCLUDING CORRESPONDENCE, PROJECT TASKS LIST WITH PRODUCT TEAMS RESPONSIBLE, AND INSERVICE PROGRAM AND WORKSHOP AGENDAS WITH LISTS OF TOPICS AND ACTIVITIES. (NJ)

INSTITUTION NAME: CALHOUN AREA VOCATIONAL CENTER, BATTLE CREEK, MICH.

SPONSORING AGENCY NAME: OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

102 969

Quarterly Report
October 1, 1975 through December 31, 1975

Project No. 502A550010
Grant No. G05.75.00047

Implementation of the Occupational Cluster Concept -- A Curriculum Tool for Improving Career Development and Preparation Education

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Harry Miller
Calhoun Area Vocational Center
475 E. Roosevelt Avenue
Battle Creek, Michigan 49017

January 30, 1976

VT 102 969

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ACCOMPLISHMENTS

The listing of accomplishments keyed to the Cluster Project objectives shall be progressive over the period of the project as noted by the letter preceding the statement of accomplishment.

GOAL #1 -- To implement and as a consequence demonstrate the application of the concept of "career clusters" as an organizational technique to facilitate the delivery of career development and occupational preparatory instruction at the high school level.

Objectives Cited	Accomplishments
1.1 A broadened curriculum offering which is more representative of the jobs existing in the labor force.	A. An initial listing of placement area potential employers has been prepared by occupational training program area and cluster.
	B. Projected local employment demand projections have been devised by occupational training program area. Also, Michigan and U. S. labor market projections have been surveyed by occupational training program area.
	C. Contractional training at business and industry sites has been provided for six (6) students in occupations in low market demand areas and for which cost effective programming cannot be provided at the Center.
1.3 A curriculum in which career options and hierarchies are more visible and which promote both the lateral and upward mobility of graduates whether they choose entry into a job or to pursue further education.	C. Local school and Area Center instructional staff conferences and group program orientation sessions have been accomplished as one means of dissemination of job training information to assist local schools in counseling students.
	D. Inservice training has been provided based upon a pilot application of the development and classroom use of job family hierarchies.

1.5 An improved ability to communicate vocational education and training outcomes to the employing community and the related units of business, industry, the professions and government.	D. First drafts of instruments to be used as a part of a needs assessment system to be applied to each program area in the Center have been accomplished in cooperation with the Michigan State University Management Information Project.

GOAL #2 -- To effect and implement refinements in existing delivery systems and demonstrate a comprehensive vocational education proficiency model; inclusive of an individualized learner process approach, as an initial step in translating local district, intermediate district, state, and national goals for occupational education (relative to its contribution towards optimizing employment) into reality.

Objectives Cited	Accomplishments
2.2 Curriculum clusters based on occupational information and societal demands as modified by the student attributes.	D. A pilot management information feedback system has been devised and is currently being tested for reporting individual student status relative to training commitment and delivery system (treatments) being applied.
	E. A program for prescribing individual student prescriptions for special needs students has been piloted. Forty-eight (48) prescriptions have been processed this quarter.
2.3 Curriculums reflect the occupational demand structure -- new curriculums developed, outmoded ones dropped.	A. Eliminated small engines program by transferring training components to other power mechanics programs within a transportation cluster.
	B. Added Central Supply and Geriatric Aide to the job training program in the health cluster.
2.4 Curriculum clusters reflect continuity from early and upper secondary to post secondary occupational education institutions.	D. A proposed systematic career decision-making model has been explored with sending local school districts which provides articulation with the Kellogg Community College serving the same sending secondary schools as the Calhoun and Branch Area Vocational Centers.

2.5 Delivery systems which allow easy access to the programs once a decision has been reached to leave school.	A. Area Center facility use contracts by program area have been devised in which adult programming is continued in the Area Centers inclusive of non high school completers under the auspices of the Kellogg Community College.
2.6 Curricular modules and materials which are effective in terms of attaining behavioral objectives and efficient in terms of cost.	C. A computerized inventory system has been devised and is currently being piloted which is a combination of learning resources being used by each of the two Area Vocational Centers and the Kellogg Community College and which may be exchanged between institutions.

GOAL #3 -- To demonstrate concepts and practices which contribute in substantial ways towards removing the current confusion as to the relationship between Career Education and Vocational Education and of each to all of Education.

Objectives Cited	Accomplishments
3.1 Establish area consensus and adoption of career education development and preparation models.	C. A community represented Area Vocational Education Needs Assessment Committee formulated recommendations for the continuing development of career development education at the Area Centers and local sending school districts.
	D. Formation of the Career Education Planning District (CEPD) Coordinating Council for purposes of approval of areawide career education plans.
3.3 Available "career cluster" information and proposed structures for use in Career Education's early secondary laboratory model for career exploration.	A. First drafts of prototype exploratory clustered curriculum outlines for use in junior high and early high school laboratory model for Career Education have been devised for Personal Services, Energy and Propulsion, Business and Communications Media, and Materials and Processes.

3.5 Provide assistance to the Instructional Media Services in the organization and correlation of occupational clusters information and structured to the educational goals of the district.	D. Area Vocational Center learning resources materials have been identified, organized, and displayed in the Learning Resources Center by occupational cluster.
3.6 Operationalize within the Vocational Centers a career development program thrust as an integral part of each cluster job preparatory program.	B. A career development decision-making model is being piloted to assist students relative to program placement decisions at the home school and/or the Area Centers. (See 2.4 for Community College articulation.)

MAJOR ACTIVITIES AND EVENTS

The major activities carried on during the second quarter of this first project year have been:

1. Administrative, support services and instructional staff inservice.
2. Occupational curriculum preparation by selected instructional staff members as per performance contracts.
3. Development of initial drafts of outcome areas, outcome treatments, outcome target groups and outcome treatment questions. (See Appendices.)
4. Refinement in descriptions of project products and subproducts and the related project management processes.
5. First on site review of the Project by Region V, Department of Health, Education, and Welfare, Program Specialist, Daryl E. Nichols, Vocational and Technical Education.
6. Reexamination of staff training requirements.
7. Continuing search and selection of other cluster project resource materials.

A brief discussion of each of these activities has been provided under the appropriate sections of this report. Sample documentation is offered in the Appendices.

PROBLEMS

Up to the close of this second quarter there have been no problems encountered which warrant departures from the proposed project plan. Nor have there been any reasons to depart from the proposed timing. Much of the activity during the first and second quarters has been devoted to preparations. During the third and fourth quarters where more implementation activities will be concentrated, the timing could become critical. Certainly it will become more of a factor and a potential problem area.

Defining and detailing the project products and the related management processes has been a more difficult task and has required more time and effort than first anticipated. The project products outlined in the Project Management Matrix #2 and as further described in the outlining of each product in terms of subproducts, task assignments and timelines, did not provide the kind of framework for easily organizing and communicating the major components representative of the overall scope of the Project. In effect, we ended up with a proliferation of little missions with an inadequate overview of the whole. In an effort to correct this, a schematic of Major Product Tracks and Activity Phases was developed into which each of the previously identified products and subproducts may be organized for ease of project management. A schematic overview of the seven (7) major product tracks and the four (4) activity phases is provided in the Appendices. Also, illustrations are given for two of the tracks, occupational curriculum and career development curriculum products and phases.

This further clarification of project goals and objectives and the refinements in the project product definitions has had some strong implications for the project evaluation design models and the scope of evaluation. Internal evaluation requirements are greater than those usually provided by a third party evaluator. The difference is currently a matter of study.

A third major area which is currently being viewed as a more formidable problem than anticipated is meeting the training requirements to bring about the needed changes in curriculum development implementation. This includes all levels of staffing. A brief discussion is offered under the staff development section of this report.

PUBLICITY ACTIVITIES

There has been no organized effort during the first and second quarters of this initial project year to generally publicize project activities either to the general public or the educational community outside the project area. Area school personnel including boards of education members and special advisory groups made up of both school and lay persons have benefited from prepared materials presented at meetings and disseminated through regular communications channels. These materials have been designed to communicate and establish in the minds of those affected, the basic concepts of vocational and career education and the occupational clustering concepts as an improved means of delivery. Presentations to project cooperators outside our service area have been made such as the Michigan State Vocational Education Management Information Systems Project Group and the Middle Cities Project Group.

Provisions shall be made during the implementation stages of programming to publicize project activities beyond the immediate school and lay person advisory groups.

Visitors to project site have been:

William Weisgerber, Supervisor, Career Education, Michigan Department of Education

Orville C. Haan, Curriculum Director, Averill Career Center, Saginaw, Michigan

Dr. William Martinson, Chairman, Guidance and Counseling Services, Western Michigan University

EDPA Group led by Dr. Peter Haines and Dr. Rex Ray, College of Education, Michigan State University

John S. Nidelcheff, Director, Vocational Education, Jackson Intermediate School District, Jackson, Michigan

Mary Brown, Consultant, Secondary Vocational Education Program, Michigan Department of Education

Henry Kuehl, CEPD Coordinator, Jackson Intermediate School District, Jackson, Michigan

Louella McKinney, Assistant Programming Specialist, The Center for Vocational Education, Ohio State University

Middle Cities Project Group led by Dr. Roger Hamlin, Prof. of Urban Planning and the Director of Vocational Education Management Information Systems Project and Michigan's Middle Cities Project. Also, associated with these same projects, Dr. Robert Muth, Assistant to the Dean of the College of Education, Michigan State University.

DISSEMINATION ACTIVITIES

Dissemination of materials has been limited to project staff, project participants, and project cooperators. Project staff includes twenty-three administrative and supervisory staff. Project participants include approximately seventy-five instructional staff at two Area Vocational Centers and some fifty counselors and administrative staff at sixteen local school districts in two intermediate districts and one community college. Target groups for dissemination of materials via inservice, orientation conferences, and special programs have included teachers, counselors, administrators, boards of education members, and lay representatives from business and industry.

The nature of the materials disseminated ranged from project goals and objectives, area needs assessment recommendations, and basic concept materials to specific how-to-do-it curriculum development, implementation, evaluation and improvement models.

PROGRESS ON DATA COLLECTION AND EVALUATION PLANS AND PROCEDURES

Initial drafts of outcome areas, outcome target groups, and outcome treatment questions have been developed. (See Appendices.) Base data for assessing the current status of program delivery and student achievement for selected programs is underway. The third party evaluator is formulating the evaluation design models and procedures to be applied during the implementation phase of selected cluster curriculum components scheduled the last half of this project year.

In addition to the current effort to gather more detailed information specific to instructional delivery and student achievement by program areas, some general program assessment efforts have been made. Assessment information and recommendations relative to the general levels of programming achievements have been gathered from a school-community represented needs assessment study committee. A composite of recommendations submitted by six subcommittees is offered as part of the Appendices.

On site visitations by both the third party evaluator and a first project review by the Region V, Department of Health, Education, and Welfare has yielded information helpful to project management. Summary reports are appended as submitted by the visitation review persons.

STAFF EMPLOYMENT AND UTILIZATION

The status of staff employment and utilization remains unchanged from that reported in the first quarterly report of this 1975-76 project year. A summary list of project product teams is offered in the Appendices. This listing is compiled from the project product definitions in which subproducts, task assignments and timelines were drafted.

STAFF DEVELOPMENT

Based upon initial surveys of the project staff and Carkhuff Associates, Inc., the functioning levels of staff is largely at the conceptual development level in regard to curriculum development. This is particularly true in career development and placement. Personnel lack the larger repertoire of responses in program delivery skills, teaching methodology, teaching and learning strategies and classroom management. Current programs though geared to skill levels of usefulness, fail to demonstrate an adequate level of application and transfer of learning.

The implications are that the staff training requirements to accomplish an occupational cluster curriculum to deliver career development and occupational preparation outcomes are greater than first anticipated.

In response to this concern there has been a reexamination of staff training plans to include interpersonal skills and more in depth training in the educational achievement skills relative to curriculum development, diagnosing, goal setting, learning and instructional strategies, learning reinforcement and classroom management.

Apart from curriculum development and delivery, the staff management performance raises a concern for program planning, program implementation, supervision, monitoring and systematic development. Plans have been made to strengthen the training to improve these components.

Training will be conducted throughout the duration of the project with special blocks of training and follow-up sessions for assessment and reinforcement.

Staff development activities during this second quarter have been:

1. The ongoing consultations between the third party evaluation staff and project staff.

2. Specially designed large and small group inservice training sessions for curriculum development.

3. Periodic cluster instructional staff and individual staff member follow-up conferences with project staff.

4. Area Center and local school district instructional staff, cooperative education coordinators, and guidance staff inservice for job placement.

Agendas descriptive of components of inservice training are included in the Appendices.

APPENDIX

TREATMENT GROUP -- OUTCOME AREAS OR INSTRUCTIONAL STRANDS

I. Self Awareness and Exploration

II. Career Awareness and Exploration

III. Career Decision-Making and Planning

IV. Placement

V. Vocational/Technical and Related Academic Skills

OUTCOME AREAS OR INSTRUCTIONAL STRANDS AND TREATMENT GROUPS

TREATMENT GROUPS / TREATMENT GROUP OUTCOME AREAS	JUNIOR HIGH SCHOOL 7-8	SENIOR HIGH SCHOOL LOCAL DISTRICT 9-12	SENIOR HIGH SCHOOL AREA CENTER 11-12
CAREER DEVELOPMENT:			
I. Self Awareness and Exploration	X	X	X
II. Career Awareness and Exploration	X	X	X
III. Career Decision-Making & Planning	X	X	X
IV. Placement		X	X
CAREER PREPARATION:			
V. Voc./Tech. and Related Basic Academic Skills			X

TREATMENT GROUPS / OUTCOME	JUNIOR HIGH SCHOOL 7-8	SENIOR HIGH SCHOOL LOCAL DISTRICT 9-12	SENIOR HIGH SCHOOL AREA CENTER 11-12
I. A. Increased self-awareness, PIE	X	X	X
B. More clarified set of beliefs and values	X	X	X
C. More positive attitude towards themselves	X	X	X
D. Increased interpersonal skills.	X	X	X

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TREATMENT GROUP / OUTCOME QUESTIONS	JUNIOR HIGH SCHOOL 7-8	SENIOR HIGH SCHOOL LOCAL DISTRICT 9-12	SENIOR HIGH SCHOOL AREA CENTER 11-12
I. A. Increased self-awareness, PIE			
1. Have students increased their ability to identify their physical skills?	X	X	X
2. Have students increased their ability to enumerate what they feel is important?	X	X	X
3. Have students increased their ability to identify what they like to study and think about; what intellectual skills they have; what study challenges they like?	X	X	X
4. Have students increased their ability to describe their abilities and limitations?	X	X	X
5. Others			
I. B. More clarified set of beliefs and values			
1. Have students increased their ability to describe their own interests and values?	X	X	X
2. Have students increased their ability to identify and describe similarities and differences in values and beliefs between themselves and others?	X	X	X
3. Do students demonstrate a comprehension that self development is the result of interaction between ones interests, beliefs, values and his or her environment?	X	X	X
4. Others			
I. C. More positive attitude towards themselves			

TREATMENT GROUP OUTCOME QUESTIONS	JUNIOR HIGH SCHOOL 7-8	SENIOR HIGH SCHOOL	
		LOCAL DISTRICT 9-12	AREA CENTER 11-12
1. Have students increased their understanding that self concept can be the result of learning and physical growth?	X	X	X
2. Do students recognize that his or her beliefs and values determine his or her emotional responses?	X	X	X
3. Have students increased their ability to evaluate themselves and make definitive statements which give evidence of accepting and liking themselves?	X	X	X
4. Others			
I. D. Increased interpersonal skills			
1. Have students increased their ability to identify the differences between individual and group roles?	X	X	X
2. Do students demonstrate an increase of understanding of the needs and individuality of others?	X	X	X
3. Have students shown an increase in their ability to apply attending, responding, personalizing and initiating skills?	X	X	X
4. Others			

TREATMENT GROUP / OUTCOME	JUNIOR HIGH SCHOOL 7-8	SENIOR HIGH SCHOOL	
		LOCAL DISTRICT 9-12	AREA CENTER 11-12
II. A. An expansion of career or occupational awareness	X	X	X
B. An increase in awareness of career information sources	X	X	X
C. The development of information gathering strategies	X	X	X
D. The personalization of career information and experiences.	X	X	X

TREATMENT GROUP / OUTCOME QUESTIONS	JUNIOR HIGH SCHOOL 7-8	SENIOR HIGH SCHOOL LOCAL DISTRICT 9-12	SENIOR HIGH SCHOOL AREA CENTER 11-12
II. A. An expansion of career or occupational awareness			
1. Have the students increased their ability to identify a number of alternative occupations?	X	X	X
2. Have the students increased their ability to describe the relationship between an occupational role, its setting, and life style?	X	X	X
3. Others			
II. B. An increase in awareness of career information sources			
1. Have the students increased their ability to identify a variety of types of occupational information?	X	X	X
2. Others			

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TREATMENT GROUP / OUTCOME QUESTIONS	JUNIOR HIGH SCHOOL 7-8	SENIOR HIGH SCHOOL	
		LOCAL DISTRICT 9-12	AREA CENTER 11-12
II. C. The development of information gathering strategies			
1. Have the students developed an ability to acquire information through interviewing?		X	X
2. Have the students increased their ability to raise questions about occupations that give information important to them?	X	X	X
3. Others			
II. D. The personalization of career information and experiences			
1. Have the students increased their ability to identify occupations which are related to their aptitudes and interests?	X	X	X
2. Have the students increased their abilities to identify the factors that affect their job success, advancement, and mobility?		X	X
3. Others			

TREATMENT GROUP / OUTCOME	JUNIOR HIGH SCHOOL 7-8	SENIOR HIGH SCHOOL LOCAL DISTRICT 9-12	SENIOR HIGH SCHOOL AREA CENTER 11-12
III. A. The abilities for selection of career or occupational routes		X	X
B. The skills for developing programs for pursuing a career.		X	X

TREATMENT GROUP OUTCOME QUESTIONS	JUNIOR HIGH SCHOOL 7-8	SENIOR HIGH SCHOOL	
		LOCAL DISTRICT 9-12	AREA CENTER 11-12
III. A. The abilities for selection of career or occupational routes			
1. Have the students increased their comprehension of the nature of decision-making?	X	X	X
2. Have the students increased their knowledge of the steps to be taken and the factors to be considered in career planning?	X	X	X
3. Have the students increased the incidence of narrowing down occupational choice to a point of identifying occupational clusters?		X	X
4. Have students increased their ability to determine the potential for future advancement/personal growth in work of their choosing?			
5. Others			
III. B. The skills for developing programs for pursuing a career.			
1. Have the students responded to encouragements to set goals and plan schooling activities for clarification and/or preparation toward their achievement?	X	X	X
2. Have students increased their ability to associate their own abilities and limitations with possible success in their present and future schooling or work?	X	X	X
3. Have students increased their active involvement in career decision-making?		X	X
4. Have students increased their ability to relate their personal interests and values to types of work and associated life styles.		X	X

TREATMENT GROUP / OUTCOME	JUNIOR HIGH SCHOOL 7-8	SENIOR HIGH SCHOOL LOCAL DISTRICT 9-12	SENIOR HIGH SCHOOL AREA CENTER 11-12
IV. A. Job acquisition skills		X	X
B. Skills for acquiring occupational openings		X	X
C. Planning skills for career growth.	X	X	X

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TREATMENT GROUP / OUTCOME QUESTIONS	JUNIOR HIGH SCHOOL 7-8	SENIOR HIGH SCHOOL	
		LOCAL DISTRICT 9-12	AREA CENTER 11-12
IV. A. Job acquisition skills			
1. Have students increased their ability to develop a job list?		X	X
2. Have students demonstrated an ability to develop a total job application?		X	X
3. Have students developed acceptable personal interview skills?	X	X	X
4. Have students increased their abilities to develop valuable educational and work experience information for job getting?		X	X
5. Others			
IV. B. Skills for acquiring occupational openings			
1. Have students increased their ability to identify, locate, and utilize sources that contain information about work?		X	X
2. Have students demonstrated their ability to develop a "job list" with appropriate information?		X	X
3. Others			
IV. C. Planning skills for career growth			
1. Have students increased their ability to identify sources of training and education for work?	X	X	X
2. Have students increased their abilities to relate in-school and out-of-school training programs to career goal achievements?	X	X	X
3. Others			

TREATMENT GROUP / OUTCOME	JUNIOR HIGH SCHOOL 7-8	SENIOR HIGH SCHOOL	
		LOCAL DISTRICT 9-12	AREA CENTER 11-12
V. A. Job task manipulative skills with the tools and equipment common to a chosen occupational family			X
B. Job task information acquisition and processing skills			X
C. Work organization skills			X
D. Work attitudes and values particular to occupational families	X	X	X
E. Safe work habits			X

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TREATMENT GROUP / OUTCOME QUESTIONS	JUNIOR HIGH SCHOOL 7-8	SENIOR HIGH SCHOOL	
		LOCAL DISTRICT 9-12	AREA CENTER 11-12
V. A. Job task manipulative skills with the tools and equipment common to a chosen occupational family			
1. Have students demonstrated an increase in skill achievement in the application of tools and equipment common to a selected occupation?			X
2. Have students increased their skill achievement in the application of tools and equipment common to a family of occupations?			X
3. Have students increased their knowledge of occupational and job standards?			X
4. Others			
B. Job task information acquisition and processing skills			
1. Have students demonstrated an increase in abilities to handle the numerical requirements of their current job training program?			X
2. Have students increased their abilities to handle the numerical prerequisites for continued career or job training program placement?			X
3. Have students increased their level of generally useful numerical skills?			X
4. Have students increased their abilities to handle the communication skills required by the work for which they are training?			X

OUTCOME QUESTIONS / TREATMENT GROUP	JUNIOR HIGH SCHOOL 7-8	SENIOR HIGH SCHOOL	
		LOCAL DISTRICT 9-12	AREA CENTER 11-12
5. Have students increased their abilities to handle the prerequisite communication skills for continued job or career training program placement?			X
6. Have students increased their level of generally useful communication skills?			X
7. Have students increased their level of learning process skills?		X	X
8. Have students increased their level of generally useful problem solving skills?	X	X	X
9. Have students increased their level of generally useful decision-making skills?	X	X	X
10. Others			
C. Work organization skills			
1. Have students demonstrated an increase in skill achievement for programming toward work accomplishments?			X
2. Others			
D. Work attitudes and values particular to occupational families			
1. Have students increased their application of interpersonal skill achievement relative to a chosen occupational family?			X
2. Have students increased their generally useful information regarding worker environments relative to organizations, typical labor/management attitudes, etc.?			X
3. Others			

OUTCOME QUESTIONS / TREATMENT GROUP	JUNIOR HIGH SCHOOL 7-8	SENIOR HIGH SCHOOL	
		LOCAL DISTRICT 9-12	AREA CENTER 11-12
E. Safe work habits			
1. Have students increased their "work safe" skills and understanding?			X
2. Have students increased their "application" of safety skills and understandings?			X
3. Others			

TREATMENTS, TREATMENT GROUPS AND OUTCOME STRANDS

TREATMENT GROUP AND OUTCOME STRAND / TREATMENTS	JUNIOR HIGH SCHOOL 7-8	SENIOR HIGH SCHOOL	
		LOCAL DISTRICT 9-12	AREA CENTER 11-12
1. Voc/Tech PBI Modules			V
2. Individual Project Assignment			V
3. Group Project Assignment			V
4. Coop Education Assignment		V	V
5. Work Experience Assignment		I, II	I, II, IV
6. Advanced Training Placement			IV, V
7. Special Materials, Critical Academic Skills Provided by Special Instructors			V,
8. Special Materials -- Human Potential			I, II, III, IV
9. Work Exploration Assignment		I, II	I, II
10. Special Materials -- Provided by "Final Touch"			I
11. Instructor/Student Commitment Conference			III, IV
12. Individual and Group Counseling		I, II	
13. CAVC Pre-Enrollment Program Visitations	II	II	II, IV

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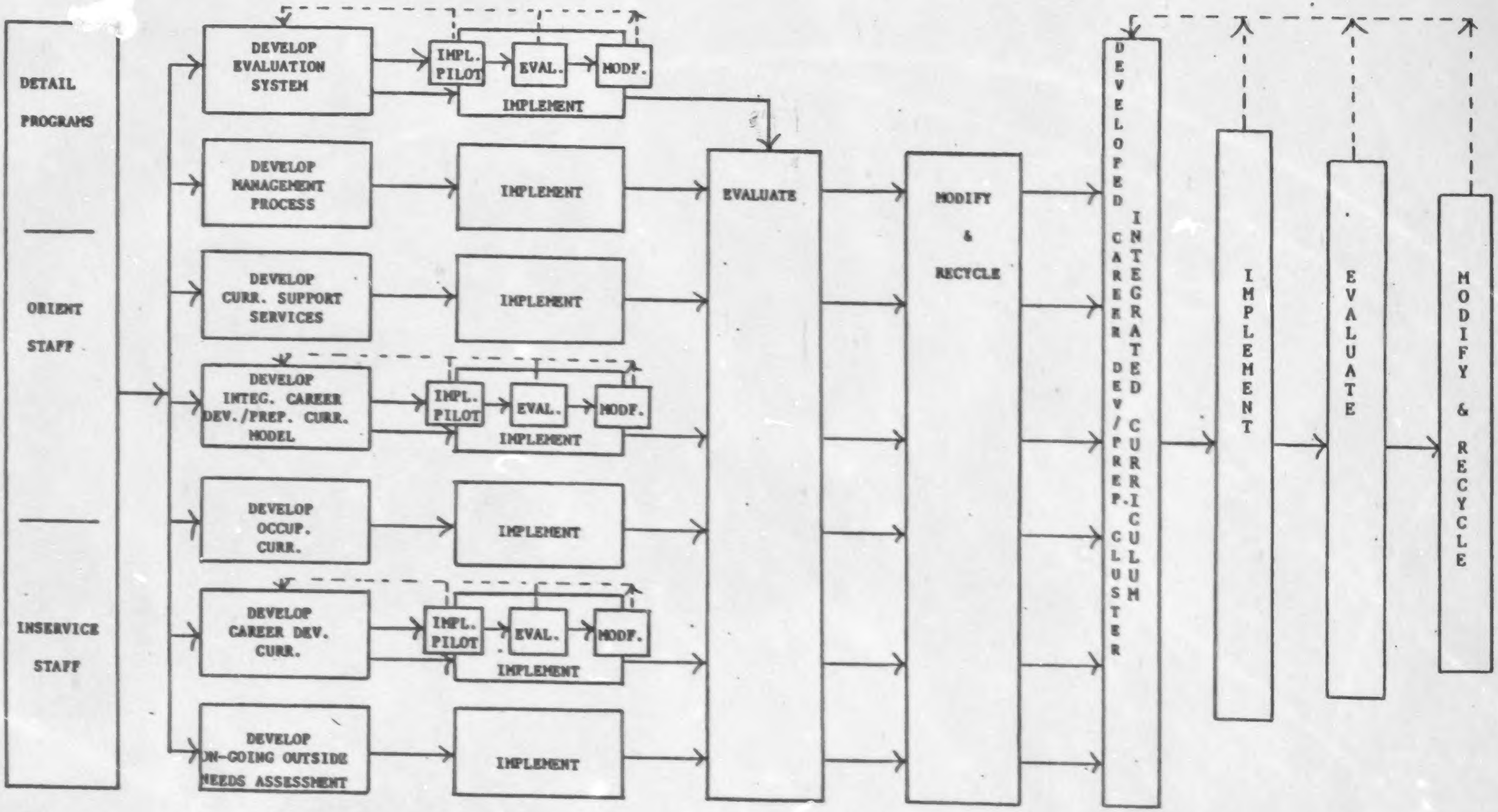
TREATMENTS, TREATMENT GROUPS AND OUTCOME STRANDS

14. Special Materials -- Provided by Placement Services			III, IV
15. Special Materials -- "Self Search" Provided by Learning Resources Center			II
16. Continued Post High School Advanced Program Placement			IV
17. Voc/Tech Curriculum Infusion			I, II, III IV, V
18.			
19.			
20.			
21.			
22.			
23.			
24.			
25.			
26.			
27.			

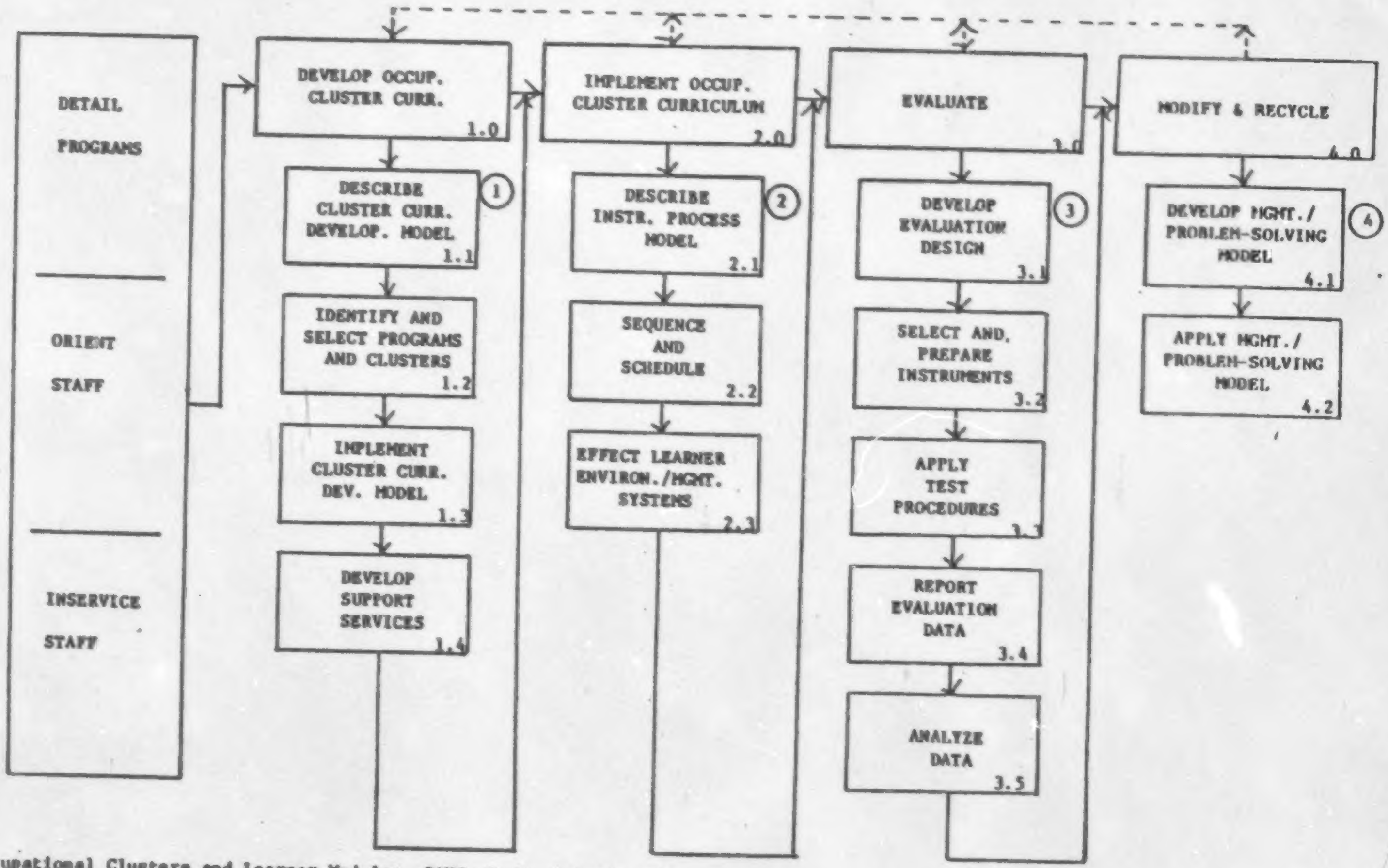
JAN. 1976

OCCUPATIONAL CLUSTER CURRICULUM PROJECT -- Major Product Tracks and Phases


DETAIL PROGRAMS
ORIENT STAFF
INSERVICE STAFF
DEVELOP EVALUATION SYSTEM
IMPL. PILOT
EVAL.
MODF.
IMPLEMENT
DEVELOP MANAGEMENT PROCESS
IMPLEMENT
DEVELOP CURR. SUPPORT SERVICES
IMPLEMENT
DEVELOP INTEG. CAREER DEV./PREP. CURR. MODEL
IMPL. PILOT
EVAL.
MODF.
IMPLEMENT
DEVELOP OCCUP. CURR.
IMPLEMENT
DEVELOP CAREER DEV. CURR.
IMPL. PILOT
EVAL.
MODF.
IMPLEMENT
DEVELOP ON-GOING OUTSIDE NEEDS ASSESSMENT
IMPLEMENT
EVALUATE
MODIFY & RECYCLE
DEVELOPED CAREER DEV/PREP. CLUSTER INTEGRATED CURRICULUM
IMPLEMENT
EVALUATE
MODIFY & RECYCLE

OCCUPATIONAL CLUSTER CURRICULUM TRACK -- Phases and Products

JAN. 1976


DETAIL
PROGRAMS
ORIENT
STAFF
INSERVICE
STAFF
DEVELOP OCCUP. CLUSTER CURR. 1.0
DESCRIBE CLUSTER CURR. DEVELOP. MODEL 1.1
①
IDENTIFY AND SELECT PROGRAMS AND CLUSTERS 1.2
IMPLEMENT CLUSTER CURR. DEV. MODEL 1.3
DEVELOP SUPPORT SERVICES 1.4
IMPLEMENT OCCUP. CLUSTER CURRICULUM 2.0
DESCRIBE INSTR. PROCESS MODEL 2.1
②
SEQUENCE AND SCHEDULE 2.2
EFFECT LEARNER ENVIRON./MGMT. SYSTEMS 2.3
EVALUATE 3.0
DEVELOP EVALUATION DESIGN 3.1
③
SELECT AND, PREPARE INSTRUMENTS 3.2
APPLY TEST PROCEDURES 3.3
REPORT EVALUATION DATA 3.4
ANALYZE DATA 3.5
MODIFY & RECYCLE 4.0
DEVELOP MGMT./ PROBLEM-SOLVING MODEL 4.1
④
APPLY MGMT./ PROBLEM-SOLVING MODEL 4.2

① Occupational Clusters and Learner Modules, CAVC, Revised April 1975.
② Models for Learner Centered Operation System and Individualized Learner Activity, CAVC, Revised 1975.
③ In process of preparation.
④ CAVC Management System/Problem Solving Model in development stage.

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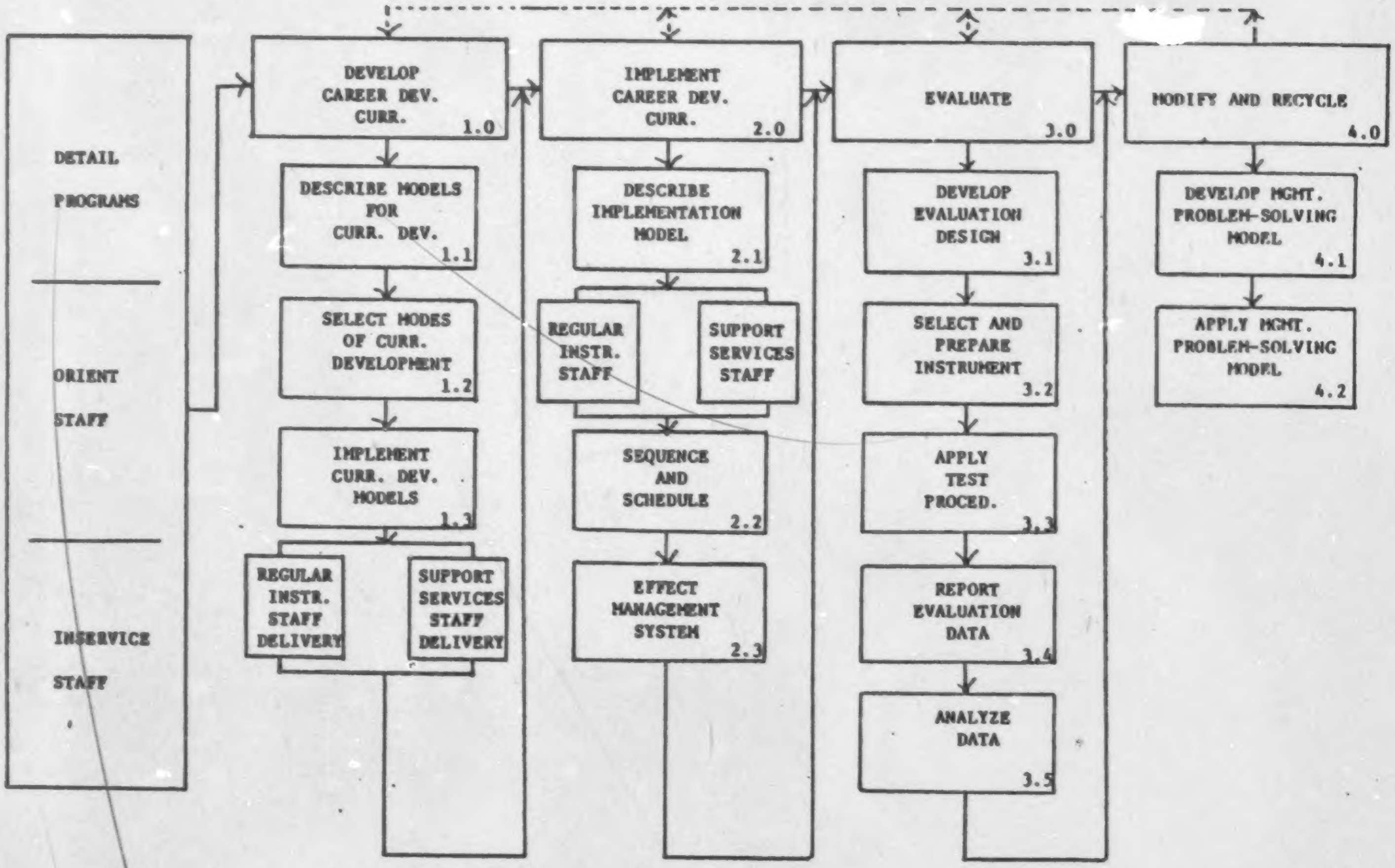
CAREER DEVELOPMENT CURRICULUM TRACK -- Phases and Products


DETAIL PROGRAMS
ORIENT STAFF
INSERVICE STAFF
DEVELOP CAREER DEV. CURR. 1.0
DESCRIBE MODELS FOR CURR. DEV. 1.1
SELECT MODES OF CURR. DEVELOPMENT 1.2
IMPLEMENT CURR. DEV. MODELS 1.3
REGULAR INSTR. STAFF DELIVERY
SUPPORT SERVICES STAFF DELIVERY
IMPLEMENT CAREER DEV. CURR. 2.0
DESCRIBE IMPLEMENTATION MODEL 2.1
REGULAR INSTR. STAFF
SUPPORT SERVICES STAFF
SEQUENCE AND SCHEDULE 2.2
EFFECT MANAGEMENT SYSTEM 2.3
EVALUATE 3.0
DEVELOP EVALUATION DESIGN 3.1
SELECT AND PREPARE INSTRUMENT 3.2
APPLY TEST PROCED. 3.3
REPORT EVALUATION DATA 3.4
ANALYZE DATA 3.5
MODIFY AND RECYCLE 4.0
DEVELOP MGMT. PROBLEM-SOLVING MODEL 4.1
APPLY MGMT. PROBLEM-SOLVING MODEL 4.2

COMPOSITE OF GOALS AND RECOMMENDATIONS

SUBCOMMITTEES I THROUGH V

GOAL #1 -- THE STUDENT WILL BENEFIT IN HIS GENERAL AND ACADEMIC SCHOOL WORK BY TAKING VOCATIONAL PREPARATORY AND/OR EXPLORATORY COURSES CONCURRENTLY.

1.1 Career Education as conceived by the Career Oriented Curriculum Project should be expanded in the Calhoun Intermediate School District.

1.2 Vocational programs offered during regular day should continue to be expanded and/or reduced according to projected job market and other data supplied by program advisory committees.

1.3 Greater emphasis should be placed on information supplied to students regarding considerations for making a career choice.

1.4 Extended day programs should continue to be offered providing:
   (a) There is a sufficient number of students to justify offering a given program.
   (b) That the program offered will be of the same quality as it would if offered during the regular day.
   (c) That sources of funds are available to supplement state reimbursement.

1.5 Career exploration programs should continue to be offered at the Calhoun Area Vocational Center for students during their junior and senior years. These exploration programs should be an integrated part of the regular vocational preparatory programs.

1.6 Greater emphasis should be placed on efforts to relate curriculum to specific tasks and subject content while at the same time better identifying the range of jobs for which the tasks and subject content are applicable and/or transferable.

1.7 A greater effort should be made to expand the use of the Cooperative Education technique to cover a wider range of student occupational interest. The current areas are predominantly office and retailing.

1.8 A wider range of occupationally oriented experiences should be reflected in the local K-12 school districts' curriculum which are directed towards assisting students to both examine their interests and aptitudes generally as well as provide basic skills and understandings in specific occupational clusters or job families. This appears to require attention to at least two approaches; one calling for infusion or integration into the total K-12 school curriculum information citing the relevance of the subject to what people need to know and be able to do outside of school; and secondly, specific laboratory type courses representing identifiable occupational families or broad occupational clusters should be implemented. They should be designed to provide the student with "hands-on" application and to effect a more acute awareness of personal achievement and self-worth.

1.9 The job related reading comprehension and computational skills should be included as an integral part of the curriculum for each job training program. Performance objectives should be identified and instruction developed as carefully as the identification and preparation of instruction for the job performance of selected tasks. In instances of

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special education students, the home school and/or Special Education instructors from the Intermediate District Special Education Program should be assigned to assist the student reach a level of competency enabling success in the training program.

1.10 Though the job simulated laboratories which characterize vocational education contribute a good deal towards a relevant learning environment, much can be gained by students receiving specified experiences from actual job placement. Wherever it is possible, it should be understood that Cooperative Education and work experience and/or work exploration placement are to be considered exemplary delivery systems for vocational education purposes. Instructional managers, students, parents, school administrators and business and industry should understand and value these programs as part of a total program of career development and preparation.

1.11 School counselors should continue to strive to maintain the balance of students which now exists and which reflects a cross section of all students making up the local school district population.

GOAL #2 -- THE STUDENT WILL COMPREHEND THAT SOCIETAL CHANGES DICTATE HIS NEED TO DEVELOP HIS ABILITIES TO MAKE ADJUSTMENTS.

2.1 The continued use of advisory committees is encouraged as a source of occupational information.

2.2 Continued participation by students in the process of rule changes which affect them is recommended.

2.3 Continued efforts should be made to update instructional modules and to promote individualized instruction.

2.4 Instructional staff should be trained and formal units of instruction dealing with the student's preparation for change should be developed and integrated into the regular curriculum of each program area.

2.5 A more extensive utilization of resources within the business and industry community should be used to bring up-dated information to the learner to stimulate curiosity in the world of work.

2.6 The special advisory committee for Areawide Placement Services should be made up of knowledgeable representatives with respect to local and area manpower developments. An expressed purpose of the Committee should be to advise the Centers relative to new potentials for job training.

2.7 Information relative to worker trait requirements, labor supply and demand, expectant change information, etc. are equally as important as content for a training program as the specific job performance tasks and thus should be made an integral part of the instructional program.

GOAL #3 -- THE STUDENT WILL HAVE INVESTIGATED AN OCCUPATIONAL SPECTRUM WITH A CONSIDERATION OF HIS PERSONAL CHARACTERISTICS AND OCCUPATIONAL REQUIREMENTS.

3.1 Occupational information centers should be established and/or maintained in local junior and senior high schools.

3.2 Occupational information materials provided through the Intermediate School District Instructional Materials Center should be expanded.

3.3 An agency should be established for the purpose of updating, maintaining, and otherwise coordinating occupational information services.

3.4 Any delivery of occupational information should provide for individual differences in ability.

3.5 Occupational information centers in local schools should be included as part of career counseling services vs. integration with library.

3.6 That training sessions be conducted for area school administrators, counselors, and teachers which focus on career guidance and effective use of career information (i.e., printed material, community resources, audio-visual, etc.).

3.7 That greater usage of Calhoun Area Vocational Center specialty consultants be encouraged/improved/expanded, by providing inservice training for area school administrators, counselors, and teachers, designed to acquaint them with the service.

3.8 All career preparation programs should provide as an integral part of the program information relative to their job family, training required for job titles, current job market, wage information, and employability skills.

3.9 The extent to which students enter programs with considered purpose may vary depending on the extent to which a student has been involved in the career counseling service. It is recognized, however, that exposure to career counseling services and a career education mode of instruction will not guarantee that a student will enter a program with purpose. It is recommended that a continued emphasis be placed on Goal #3 and career guidance to assure as much as possible that students enter programs with purpose.

3.10 That a continued effort be maintained to communicate the goals, objectives, and expected outcomes of Career Education to the citizenry, boards of education, school administrators, and teachers.

3.11 Study should be directed towards a consideration of a common instrument of measurement such as the OVIS to be given to all students at the end of the 9th grade level.

3.12 Counselors should strive to improve on their skills in relating program information to students.

3.13 A continuing effort should be made to up-grade career development program placement printed materials and film presentations from the Area Centers.

GOAL #4 -- THE STUDENT WILL HAVE HAD APPLIED A RATIONAL DECISION-MAKING PROCESS IN HIS EFFORTS TOWARDS MAKING AN OCCUPATIONAL CHOICE.

4.1 Continued emphasis should be given to the development and implementation of a career development planning and decision-making model to be used with all students by local schools, the Area Vocational Centers, and the Kellogg Community College.

4.2 Comprehensive guidance and counseling services should be continued at the Area Center and a planned program to inform the students of these services should be instituted.

GOAL #5 -- THE STUDENT WILL BE ABLE TO ACT RESPONSIBLY WHEN CONFRONTED WITH PROBLEMS AND SITUATIONS NEW TO HIS EXPERIENCE.

5.1 It is recommended that a decision-making model be utilized at both the instructor and student level. Along with the decision-making model, students and instructors need to better reference their work to the program performance goals and objectives.

GOAL #6 -- THE STUDENT WILL BE ABLE TO MAKE APPLICATION OF SCIENCE CONCEPTS RELATED TO HIS AREA OF JOB PREPARATION.

6.1 The instructional managers should be encouraged to identify along with the job tasks those basic science concepts which are related. Further, that the concepts be made a visible part of the curriculum through statements of learner performance objectives and provisions made for instruction and evaluation of achievement.

GOAL #7 -- THE STUDENT WILL VALUE SAFE WORK HABITS AND RECOGNIZE CONDITIONS CONTRIBUTORY TO GOOD PHYSICAL AND MENTAL WELL-BEING.

7.1 Safety instruction should continue to be emphasized and OSHA standards enforced wherever applicable.

GOAL #8 -- THE STUDENT WILL POSSESS A POSITIVE SELF-IMAGE.

8.1 Instructors should be given a larger reference base to understand the importance of a positive self-concept and secondly how to assist the student with developing one.

GOAL #9 -- THE STUDENT WILL POSSESS SOCIAL INTERACTION SKILLS ENABLING ENTRY AND ADVANCEMENT ON A JOB.

9.1 In view of this being a societal problem and one that is of concern to many people and to assist the student in attaining the goal of being employable, it is recommended that this area should be a high priority for the Center staff and that goals and objectives and methods of implementation should be established to help students deal with attitudinal problems and reinforce positive attitudes.

GOAL #10 -- THE STUDENT WILL HAVE AN OPPORTUNITY TO ACQUIRE A JOB SKILL REGARDLESS OF HANDICAPPING CONDITION.

10.1 The present policy of incorporating mentally and physically impaired and otherwise disadvantaged students into regular occupational programs should be continued as long as adequate modifications can be made in the program to enable the individual to benefit from the instruction.

10.2 A greater coordinated effort should be made between special education and vocational education services to bring about the quality of supportive services and occupational instruction to impact upon the particular requirements of special needs students.

10.3 As the existing delivery of vocational education services for handicapped students at the Calhoun Area Vocational Center provides appropriate modification to meet their needs, it is recommended that such a delivery system be maintained and improved wherever possible.

10.4 As the current method/techniques for identifying handicapped youth are not considered adequate, it is recommended that an areawide system for identifying handicapped students be developed that assures identification at the earliest possible age.

10.5 Efforts should be made to develop an on-going needs assessment system for handicapped students that aids in the identification process and provides sufficient information for continued educational program planning.

10.6 A system for establishing and maintaining information on handicapped students should be developed that:

(a) Is coordinated with the Calhoun Area Vocational Center and area schools.

(b) Assures adequate information for continued educational program planning.

(c) Provides a means for communicating such information to personnel directly involved in planning and delivering educational services.

10.7 Efforts should be continued to provide work/study experiences for handicapped students commensurate with non-handicapped students.

10.8 Vocational programs should be assessible to all students who can benefit from the training including the mentally and physically handicapped. Special attention must be given to the mentally and physically handicapped with respect to enrollment in vocational programs and for this reason all mentally and physically handicapped student placements in vocational programs should be approved by an Educational Planning and Placement Committee as per the Special Education Act, State of Michigan.

10.9 A special needs programming policy which seeks to modify regular occupational programs and which provides the regular instructional program manager the needed special kinds of support services to enable the student to succeed, should be encouraged.

GOAL #11 -- THE STUDENT WILL HAVE AN ACQUIRED GENERAL AND/OR SPECIALIZED JOB SKILL REGARDLESS OF HIS ULTIMATE CAREER CHOICE.

11.1 The practice of validating specific worker tasks and generalized worker skills, understandings, and attitudes should be continued.

11.2 Consideration should be given to possible expansion of area center, satellite and business and industry training programs.

11.3 As all program areas do not include formalized training in work skills, understandings and attitudes which are applicable to work roles, it is recommended that:
All programs include as an integral part, objectives coupled with an appropriate delivery which assures the teachings of skills and attitudes mentioned in Goal #11. Special emphasis should be placed on the development of positive attitudes toward the work situation.

11.4 Program advisory committees should be formed and used to their fullest possible capacity. Validation of specific job training tasks by program advisory committees was considered of extreme importance by Subcommittee II. It is strongly recommended that a continuing review be made of program objectives with revisions based on advisory committee input to assure current and valid job training programs.

11.5 Program standards of quality should be established and maintained commensurate with area center programming (i.e., advisory committees, validation of objectives, skills gained, etc.).

11.6 Satellite programs should remain open to students from other school districts.

11.7 Satellite programs should be offered (expanded and/or reduced) on the same basis as regular Calhoun Area Vocational Center programs.

11.8 Requests for funding of satellite programs should be channeled through CEPD 36 administrative structure.

11.9 Greater emphasis should be placed on establishing satellite programs with area business, industry, and agriculture.

11.10 Since the Calhoun Area Vocational Center's system for delivering educational services is based on individualized instruction, it is in keeping with that philosophy that program structure be such that open entry/exit is possible. It is recognized that arrangements must be made with home high schools and other program areas within the Center. Nevertheless, it is highly recommended that training programs be scheduled to accommodate students relative to starting and ending time.

11.11 Staff and the students of the Center should be familiarized with the common goals and their relationship to all programs. Delivery systems need to be developed to assist the staff with incorporating the common goals into their curriculum.

11.12 The occupational advisory committee involvement in some vocational programs should be strengthened as a means of specifically improving the content in the occupational curriculum.

11.13 School boards, school administrators, counselors, teachers, and representative community members should work to establish curriculum development "reference" goals and objectives which in effect direct:

(a) the vocational educationist to reinforce the basic education skills and concepts as an integral part of teaching occupational preparation, and

(b) the general educationist to integrate into his curriculum content and activities which better relate the subject matter to what people do outside of school.

11.14 The "Occupational Cluster"* concept should be applied as an organizational technique in making available to students vocational programs which prepare the student for a broader range of job entry and/or advance training options.

11.15 A program of school/business and industry job training contracts should be pursued for training in those occupational areas where insufficient numbers of students and/or the provisions required such as type and cost of facilities prohibit "in-school" programming.

11.16 The Cooperative Education system wherein students are placed in area businesses and industries as part of their training program should be up-graded through more explicit statements of training outcomes sought from the placement and a greater acknowledgement and commitment on the part of business and industry towards student accomplishment of those outcomes.

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* Occupational clusters are groupings of jobs or occupations which have enough in common that learned knowledge and skills have a notable degree of transfer from one to the other.

GOAL #12 -- THE STUDENT WILL UNDERSTAND WORK AND ITS IMPLICATIONS IN FAMILY LIFE.

12.1 The inclusion of work experience as an integral part of the job preparation program should be continued and expanded wherever practical.

12.2 More adequate information relative to the range of social and economic benefits relative to the jobs for which training is offered needs to be prepared and organized into learning units which are equal to the best skill training modules.

12.3 There is a need to approach job training through the cluster concept so that students are provided a broader base of skills to be able to do more jobs within their interest area. The narrower the instruction, the greater the chance that the student will not get the job he really wants.

GOAL #13 -- THE STUDENT WILL VALUE A CONCERN FOR THE QUALITY OF WORKER ENVIRONMENT.

13.1 Continued emphasis should be given towards simulating as near as practical in the training laboratory business and industry environments with regard to equipment, training tasks, and production projects.

13.2 In spite of the wide range of quality in general housekeeping found in business and industry, that of vocational training laboratories should be exemplary for the purpose of teaching by example.

13.3 As worker environmental qualities change, so must the Centers. Staff should keep informed of new requirements and be prepared to implement them.

GOAL #14 -- THE STUDENT WILL BE ABLE TO IDENTIFY POSSIBILITIES FOR CONTINUING SELF-IMPROVEMENT.

14.1 The current policy of viewing the Center as an extension of the local school and local school guidance counselors selecting the students to enroll in the Center should continue and should include efforts by the home school to expand career guidance functions and more programs of career awareness at grade levels below the high school level.

14.2 Provisions should be made in the Center's "career development" programming to include, as a part of student orientation to their "career ladder" or "job hierarchies", the educational requirements as part of the described worker traits and that the avenues for continuing education and training are explored (i.e., apprenticeships, 2 and 4-year colleges and universities, company training programs, etc.).

14.3 A more extensive utilization of available resources within the business and industry community would be most helpful in bringing valuable up-dated information to the learner. Having these types of exposures would most likely bring about a greater sense of reality and curiosity towards jobs and the future.

14.4 There should be a greater commitment and participation of guidance counselors in a career guidance system that makes he or she more aware of and knowledgeable of strategies that are effective in dealing with students regarding career planning.

14.5 Learning to learn is a science and art itself and among the most worthy of goals of the public schools; therefore, every effort should be made both from the standpoint of curriculum content and a wide variety of instructional strategies to demonstrate learning and thus make more visible the conditions under which learning takes place.

14.6 Both counselors and instructional managers should be charged with more specific roles to play in assisting students identify the ways in which they can continue to improve. Administratively the vocational centers should insist that amongst any grouping of learner goals to be sought would be at least one having to do with assisting students identify possibilities for continued improvement.

14.7 Efforts should be made to provide a counselor for each 250-350 students in the junior-senior high schools.

14.8 Adequate paid clerical assistance should be provided for every school counselor.

14.9 The entire school system K-12 should evaluate the program of self-awareness and occupational information systems and strive to make this a part of the curriculum for each student in the school.

GOAL #15 -- THE STUDENT WILL HAVE AVAILABLE ASSISTANCE IN POST HIGH SCHOOL TRAINING PLACEMENT.

15.1 Activities as outlined in the current plans for job and/or advanced training placement assistance should be continued with attention to expansion of articulation amongst local schools, area centers, and the community college; expansion of job information through the use of Employment Service Placement and Job Bank systems; and continuing student surveys to determine overall program effectiveness.

15.2 The Area Vocational Centers are extension of the local school system and, therefore, student selection for enrollment in programs at the Centers should continue as a local school responsibility. However, because of the specialized nature of the programming in the Centers, the vocational instructors and guidance and counseling directors of the Centers have a responsibility to continually improve upon the career development information relative to these programs and assist the local schools in becoming sufficiently well informed that they can in turn adequately assist their students in making choices.

15.3 Career development in terms of planning and decision-making is a highly individualized and personal process occurring on a continuing basis. Most decisions are tentative -- always subject to ongoing evaluation and change. The school's primary mission relative to this matter should be help youth improve upon their career development skills and understandings or in effect assist them to assume responsibility for their own career development and preparation. In order to fulfill this mission, local school districts, the Area Centers and the community college should implement a career development planning and decision-making model or approach to be used with all students.

15.4 Student performance objectives are viewed as a curriculum tool for improving instruction and learning. Instructional managers should receive continued encouragement and support from the administration to improve upon existing learner performance goals and objectives and develop additional ones for areas of their program where none exist.

15.5 Vocational programs should be designed to accommodate a range of abilities and interests -- job hierarchies or career ladders should be visible within the program. The sequencing of student performance objectives should reflect this hierarchy wherever appropriate.

15.6 A third shift or "extended day" cooperative Area Center/Kellogg Community College programming schedule should be provided which would accommodate grades eleven through twelve and post high school years to better accommodate secondary students contemplating going on to post high school education yet have scheduling conflicts with the regular school day and to further expand offerings to post high school students continuing at the Kellogg Community College.

15.7 Better records should be kept of survey information and attempts be made to continually improve job placement services at the Centers and local schools as outlined in the present placement plan.

15.8 Monthly areawide school counselor meetings should be continued at the Calhoun Area Vocational Center and instructional staff members should present counselors with an explanation of their programs.

15.9 Time should be scheduled by the local school districts to allow for counselors to be at the Vocational Center periodically on a regular basis.

GOAL #16 -- THE STUDENT WILL HAVE AVAILABLE ASSISTANCE IN JOB ENTRY PLACEMENT.

16.1 See Recommendation 15.1.

16.2 See Recommendation 15.7.

SUBCOMMITTEE VI

GOAL #2 -- SCHOOL MANAGEMENT PEOPLE WILL ESTABLISH EFFECTIVE USE OF A "PROCESS" OF COOPERATIVELY PLANNED INNOVATION.

2.1 Area Vocational Center communications to area schools and communities should be maintained at a high level.

GOAL #3 -- SCHOOL MANAGEMENT PEOPLE WILL ESTABLISH A DEMOCRATIC VOCATIONAL SERVICES SYSTEM WHICH PROVIDES EQUAL OPPORTUNITIES AND BENEFITS IN THE FORM OF EDUCATIONAL OPTIONS.

3.1 The instructional programs should be closely linked to labor market information and current student follow-up studies.

GOAL #4 -- SCHOOL MANAGEMENT PEOPLE WILL EFFECT PROGRAMS OF VOCATIONAL EDUCATION THAT ARE COST EFFECTIVE.

4.1 All programs should follow a cost effective model.

GOAL #6 -- SCHOOL MANAGEMENT PEOPLE WILL ESTABLISH AN INSTRUCTIONAL/ MANAGEMENT SYSTEM WHICH HAS FLEXIBILITY AND IS SENSITIVE TO THE NEEDS OF INDIVIDUAL LEARNERS AND STAFF.

6.1 Pre-vocational or exploratory programs be offered to aid students in making better vocational choices.

6.2 Flexibility should be provided in the structuring of the students' school day to better meet the interests and needs of vocational students.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
REGION V
300 SOUTH WACKER DRIVE
CHICAGO, ILLINOIS 60606

OFFICE OF EDUCATION

December 8, 1975

Mr. Clifford Jump, Director
Calhoun Area Vocational Center
475 East Roosevelt Avenue
Battle Creek, Michigan 49016

Dear Mr. Jump:

Attached is a copy of the report I made to this office following the pleasant experience which I had in review of the Part D Project with your school, November 17-18, 1975.

Please express my appreciation to the many staff members who gave of their time to discuss the role in which they are serving students through this program. Hopefully, I have tried to capitalize on the comments as expressed by your staff and have made recommendations for your consideration as you continue your efforts through this project.

If you have any questions or need further clarification of any points made within this report, please do not hesitate to let me know of your concerns.

Sincerely yours,

Daryl E. Nichols

Daryl E. Nichols
Program Specialist
Vocational & Technical Education

cc: Addison Hobbs

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Purpose of this activity was the first review of the Part D Project funded with discretionary funds effective the school year of 1975-1976.

Monday, November 17:

A tour was made to the following programs:

1) Health Occupations
2) Consumer and Homemaking
3) Business and Office
4) Commercial Art
5) Graphic Arts
6) Marketing and Distribution

Tuesday, November 18:

The following program facilities were toured:

1) Plumbing and Heating
2) Carpentry and floor covering
3) Electricity
4) Electronics and Television Repair
5) Air Conditioning and Refrigeration
6) Agricultural Mechanics
7) Manufacturing - Welding
8) Machine Tool
9) Horticulture

Other visits included the following:

Guidance and Special Needs Staff
Placement Services Staff
Administrative Staff (Jump, Miller, Harberts)

Following the tours, I met with staff persons representing the above programs. The attitude of the instructional personnel was most positive and wholesome. A number of concerns were expressed by the staff which they are hopeful that the project will help in affording some solution. Some of the concerns discussed are as follows:

(A) AWARENESS OF JOB OPPORTUNITIES

A greater effort needs to be made to inform students to become intelligently aware of the many types of jobs, personal requirements of individuals employed in such jobs, where are such jobs available, demands of the job, and other information which will enable the student to make wiser choices of occupations to be explored.

(B) STUDENTS NOT MAKING LONG TERM OCCUPATIONAL DECISIONS

The consensus of the staff is that most students are not planning any further than two years after graduation. Too little effort has been given to developing strategies which moves students through the decision making process in selection of possible occupations and to identify an educational program to support such choice. The staff feels that too many students are enrolled in programs at the Area Vocational Center for exploratory purposes or for immediate purposes.

(C) STUDENTS NEED MORE ASSISTANCE IN MAKING OCCUPATIONAL DECISIONS

Counselors need more information on programs offered at Center, types of jobs for which students are being prepared including job descriptions, educational requirements, physical demands, etc. which can be used in counseling with students.

(D) PLACEMENT SERVICES

Instructional staff suggests that assistance is needed in arranging for on the job experiences and full time employment as on the job experiences become important as an extension of the student's educational program.

(E) LACK OF POSITIVE ATTITUDES AND GOOD WORK HABITS

Many students have not developed attitudes that are conducive to good work habits either in the classroom or on the job. Too often a student is enrolled in an occuapational training program without a commitment to the occupation as a career.

(F) WORK EXPERIENCES FOR SPECIAL NEEDS STUDENTS

Students are being served to a minimal extent through Coop G and work study programs for only short periods of time. A concern is raised as to whether legal criteria are consistently used as to which program a student is placed in for on the job experiences.

Possible strategies to be employed in reaching some solution to cited concerns, the following were discussed with the staff:

(A) PROVIDE COUNSELORS A PROFILE FOR EACH OF THE OCCUPATIONS FOR WHICH TRAINING IS PROVIDED AT CENTER

For each occupational area, teacher could develop a brief and concise description of job requirements, personal traits important, educational and physical requirements of job, current job opportunities including pay, major geographic areas of employment, related job opportunities and a long range outlook for employment. The preparation of this type of information in a useable form could greatly assist counselors in their effort to aid students more in a meaningful decision making process.

(B) MORE REALISTIC INFORMATION AS TO MANPOWER NEEDS

The center needs to review the needs for employment and to make certain that sufficient placement opportunities are available to warrant training programs that are offered. Such information could be used to assure that curriculum and training programs are kept current to employment opportunities.

(C) PROGRAM ARTICULATION:

(a) Vertical Articulation

Occupational program instructors need to work with feeder school's staff persons (K-10) so that appropriate instruction is offered to better prepare students to enter and achieve in the occupational program offered at the Center.

(b) Horizontal Articulation

Center staff should carefully review modular instructional units in other occupational program areas in order to aid students to plan a total program which will enable the student to better perform on the job.

(D) INVOLVE LOCAL SCHOOLS MORE IN THE PLANNING OF PROGRAMS

More effort should be made to share problems with feeder schools and Kellogg Community College and solicit their advice and assistance in reaching solutions to problems. When possible, individual feeder schools and junior colleges should be encouraged to "pilot" strategies that may impact upon improving the outcome of the total program. Such an effort could help to develop a "team situation" among the feeder schools, Kellogg Community College, and the Area Center.

(E) FLEXIBLE SCHEDULING

An effort should be made so that students are afforded a greater opportunity to schedule in and out of courses that best fits into their educational plans. In too many instances the student is penalized if he/she wishes to change courses other than at beginning of semesters.

(F) ON THE JOB TRAINING COORDINATOR

The work of the Placement Services Unit as now organized needs to be reviewed to determine if services needed by students and instructional staff are presently provided. Instructors have suggested that assistance is needed to seek out and arrange for the job training opportunities (short periods of unpaid employment, part time paid employment, full time employment), as identified by specific instructors, to confer with students, employer and program instructor to assure that the on-the-job training phase is a successful experience. In some employment areas, such as in the construction trades, to arrange a student's schedule so as to be excused full time for a minimum of one week for an on-the-job experience as a part of the educational program.

(G) ON THE JOB TRAINING FOR SPECIAL NEEDS STUDENTS

Staff indicated that special needs students were limited to a maximum of 90 days of on-the-job experiences through Part G programs. It was indicated that criteria used for placement of students in Coop G programs was if the individual was capable of performing in a job with a private employer; for Part H (work study) if the student needed sheltered employment. Under Part G programs employers were reimbursed 100% for wages paid to students. It is recommended that this problem be discussed with appropriate state staff to arrange for extending the length of time that special needs students can be employed. Also, encouragement is given that future training agreement not be approved for 100% funding but with such reimbursement being reduced as it can be proven that student is contributing to the work of the employing firm -- hopefully, this action would cause a firm to more positively review its effort in the training of the student.

Every indication was given by all staff persons that a positive atmosphere exists in which a person can perform at a professional level. Each person impressed me as having a sincere interest to offering programs which are to the benefit of the students. Concerns and problems were openly identified and discussed but not without some concern as to strategies and suggestions as to how solutions could be reached that would result in an improvement of programs at Calhoun Area Vocational Center.

Carkhuff Associates, Inc. Developers of Human Technology
Box 228 Amherst, Mass. 01002 Box 50178 Dallas, Texas 75250
413-253-3488 214-235-3737

November 20, 1975

Mr. Cliff Jump, Director
Calhoun Area Vocational Center
478 East Roosevelt Avenue
Battle Creek, Michigan 49017

Dear Cliff:

I want to take this opportunity to thank you for making my trip to Battle Creek a pleasant one. Not only did you provide for my physical needs, but you afforded the freedom of movement and helpful set among your staff that enabled me to work efficiently and learn what I had to. And all this without the usual hassle of having to prove "who I am" and "how many degrees I have" - that I get in most places I enter. Please extend my warmest thanks and regards to your staff and in particular, to your administrative team who did more to make me welcome than any group I can recall. A special thanks to Harry Miller.

With regard to the survey itself, it would be appropriate for me to summarize a few of the major findings here.

A. Personnel Observations

The form of participatory management process utilized at the center has resulted in a thrusting openness and a continuous interchange of ideas, needs and information. Personnel at all levels are extremely comfortable with the extent to which they have been given an opportunity to input to the overall operation of their units as well as of the whole center.

Along with the pride of sharing comes the frustrations of having gone as far as your own skills and creativity can bring you. While continued growth will most certainly occur, it would do so geometrically with systematic external intervention. The following are of particular concern:

1. The level of interpersonal skills utilized by the staff during delivery;

2. The level of stamina or physical functionality of some staff members and the implications for skills delivery;

Robert R. Carkhuff, Ph.D.
President
Ted W. Friel, Ph.D.
Consulting Services
David H. Berenson, Ph.D.
Educational Achievement
Richard M. Pierce, Ph.D.
Human Achievement
John R. Cannon, Ph.D.
Research and Development
David H. Bland, D.Ed.
Contracting Services
Dan W. Kratochvil, Ph.D.
Career Achievement

3. The absense of a quantifiable and replicable decision-making process which enables policies and decisions to be formulated which are objectively operationalized by the value system of the people who will be affected by their implementation;

4. The apparent absence of systematic diagnostic, remediation and monitoring follow-up components for recent training efforts and current operations, and

5. The lack of an operations model which would enable personnel to develop or incorporate and implement programs which are personalized, systematically trained and monitored for effectiveness.

B. Program Observations

Extensive efforts in the area of operations and delivery programs are in evidence. Clearly, the products are the results of utilizing all available resources as well as a great deal of time and energy. To the extent that the rate of skill acquisition at CAVC is considered to be well above average, this effort must be considered a success. All the while, it should be made explicit that these comparative qualifiers are not fully accurate on absolute dimensions. Below are several concerns which address this issue as it relates to the programs at CAVC.

1. There is extensive evidence to suggest that, while the type of individualized programming currently in use enables students to work at their own pace, it does have a great many serious drawbacks. Among these deficits are the reported "2 - 3 minutes per student" attention given in a class period, the reduced probability of group interaction and multi-dimensional inputs being made and failure to acknowledge individual sensory preference, learning styles and reinforcement orientation.

2. Programs are generally geared to the skills acquisition level of usefulness but fail to demonstrate programmatic extensions in the application and transfer of learning area. These are considered vital in the delivery of skills to the level where they do not wash out.

3. Personnel need a larger repetoire of responses in program delivery. This includes delivery skills, teaching methodology, teaching and learning strategies and classroom management.

4. Support programs need to be developed which utilize administrative, teacher, parent, home, school and community populations.

5. A curriculum development effort should be initiated which would supplement the current programs with all the significant sources of learning. This is especially true in career development and placement which are currently treated at the lower levels of conceptual development.

While this is not intended to be a detailed report, it does comprehensively address the broad areas of our concern. I hope you find this helpful in your planning efforts. If you require any further detail or have specific questions, please feel free to call me anytime.

Sincerely,

Dave Berenson

Dave Berenson
Director of Educational Development

DHB:jrfs

NOV. 1975

OCCUPATIONAL CURRICULUM CLUSTER PROJECT

PROJECT PRODUCT TEAMS

1. Participatory project staff oriented, organized and interactive.	Harry Miller Cliff Jump Third Party Evaluator "Lead Horse" Instructional Managers
2. Recommendations for accommodating "project" goals within existing curriculum and management support services.	Harry Miller Linda O'Leary Special Programs Advisory Committees, i.e., Special Needs, Placement, LRC Administrative Team Cliff Jump Third Party Evaluator Bob Harberts Pat Egan
3. Curriculum development and implementation commitments (individual program area contracts) established.	Policy Advisory Committee Harry Miller Occupational Advisory Committee for each Program Each Program Instructor Linda O'Leary Roxanne Price Outside Consultant Cliff Jump
4. Student needs assessment reported into the instructional/administrative management cycle.	Harry Miller Lanny Johnston Each Program Instructor Outside Consultant Wayne Booten
5. Local/state manpower data analyzed and correlated with occupational training cluster.	Each Program Barb Rupp Fran Oldham VTES and/or MESC Harry Miller Affected Program Managers Cliff Jump

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6.	Updated and approved position statements representative of local school district occupational training needs.	Harry Miller Policy Advisory Committee Cliff Jump School Administrative/Curriculum Development Team
7.	Model graphically represented and step-by-step procedure described in a reference packet.	Harry Miller Selected Instructional Managers Linda O'Leary
8.	Follow-up provisions for reinforcement of understanding and application (See Model Implementation Project Product #10).	Harry Miller Linda O'Leary Selected Representative Group All Instructional Staff All Support Staff Lanny Johnston
9.	Instructional staff cluster curriculum development commitments established and model working.	Harry Miller All Program Instructors Third Party Evaluator Cliff Jump
10.	Instructional process model implemented.	Harry Miller Third Party Evaluator Roger LaBonte Gerald Inman Pat Egan Barb Rupp Lanny Johnston Bob Harberts Cliff Jump Instructional Managers
11.	USOE clusters modified for CAVC.	Harry Miller
12.	CAVC programs classified into modified CAVC/USOE clusters.	Third Party Evaluator Harry Miller "Lead Horse" Group "Follow-Up" Group All Instructional Managers
13.	Program and cluster occupational hierarchy display and handouts.	Lanny Johnston Harry Miller Each Program Instructional Manager Each Program's Occupational Advisory Committee Linda O'Leary Each Program Instructor

14. Inventories of job preparation performance goals, learning activities, resources and evaluation procedure.	Linda O'Leary Each Program Occupational Advisory Committee Each Program Harry Miller Lanny Johnston Roxanne Price
15. Learner modules written and materials readied.	Third Party Evaluator Lanny Johnston Selected Instructional Managers Harry Miller Linda O'Leary Roxanne Price
16. Individual occupational cluster curriculums implemented -- CAVC/ USOE clusters modified.	Harry Miller Selected Program Instructional Managers Selected Cluster Instructional Staff Bob Harberts Third Party Evaluator
17. Individual occupational cluster curriculum evaluated and recommendations for improvements cited.	Third Party Evaluator Harry Miller Administrative Team Members Selected Instructional Program Managers Bob Harberts All Instructional Support Services Staff
18. Plans for recycling with provisions for implementing improvements.	Third Party Evaluator Cliff Jump Selected Instructional Support Services Staff Bob Harberts
19. Restart, or career development model, concepts and behavioral goal outcomes identified.	Harry Miller Roger LaBonte Third Party Evaluator Selected Instructional Managers Support Services Administrative Team Outside Consultant Bob Harberts

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20.	General student population needs assessment.	Harry Miller Cliff Jump Administrative Team Third Party Evaluator Instructional Program Managers Roger LaBonte Bob Harberts
21.	Commitments for career development concepts and skill development identified.	Harry Miller Outside Consultant Instructional Staff Cliff Jump Pat Egan Bob Harberts Barb Rupp Fran Oldham Lanny Johnston Third Party Evaluator
22.	Career development curriculum building models described.	Harry Miller Pat Egan Barb Rupp Jerry Inman Roger LaBonte
23.	A "career development" compiled and classified inventory of learning tasks, activities, resources, and evaluation procedures.	Pat Egan Barb Rupp Fran Oldham Harry Miller Roger LaBonte Lanny Johnston Outside Consultant Selected Instructional Managers Linda O'Leary Roxanne Price
24.	Career development instructional modules selected and/or developed.	Harry Miller Outside Consultant Selected Instructional Managers Lanny Johnston Selected Support Services Staff Linda O'Leary

25A.	A student information reporting system -- student, local school, parents, and employers.	Cliff Jump Harry Miller Pat Egan Bob Harberts Barb Rupp
25B.	Vocational program placement and continued education and training placement.	Outside Consultant Cliff Jump Harry Miller Career Education Region 12 Dr. Martenson, WMU Gerald Inman, KCC Roger LaBonte Area Center and Local School Administrative/Counselor Team Lanny Johnston Doran Osborne Frank Crookes, Denzil Bell, Hans Andrews, KCC Selected Instructional Managers
25C.	Job placement support services model.	Harry Miller Barb Rupp Fran Oldham Selected Staff (CAVC, Local School, and BACC) Lanny Johnston Charles Davidson Bob Harberts Third Party Evaluator
25D.	Systems modifications for Special Needs.	Harry Miller Pat Egan Wayne Booten Bob Harberts

26. Student follow-up data collection system -- readied for input into decision-making.	Barb Rupp Steve Peters, MDE Nate Avani Fran Oldham Third Party Evaluator Robin Fredenburg Bernie Jozwiak Model Office
27. CAVC cluster career information organized into dissemination system.	Selected Instructional Program Managers Lanny Johnston Barb Rupp Fran Oldham Doran Osborne
28. Career development testing and evaluation data collected and analyzed.	Third Party Evaluator Harry Miller Support Services Teams Selected Instructional Program Managers Cliff Jump Bob Harberts
29. Recommendations for improvements cited.	Third Party Evaluator Cliff Jump Selected Instructional Program Managers Support Services Team
30. Plans for recycling with provisions for implementing improvements.	Third Party Evaluator Cliff Jump Harry Miller Outside Consultant Selected Instructional Program Managers Support Services Team Bob Harberts Administrative/Management Team

CLUSTER PROJECT
NOVEMBER, 1975

Calhoun Area Vocational Center Inservice
Thursday, November 6, 1975
8:15 a.m. -- 3:30 p.m.
Coffee and Rolls 8:00 a.m.

AGENDA

FORENOON

Participants: All CAVC Instructional and Administrative/Instructional Support Services Staff

Topics:

#1 CAVC Management Systems/Project Management Systems

#2 Accommodating Cluster Project Goals within existing Curriculum Development and Management Support Services

#3 Determining and Making Individual Commitments Towards Achievements of Project Goals and Objectives

Staff Performance Goal Targets:

		Can Do	Can't Do
1.6	School management people will value and be able to make application of procedures for resolving problems as close to the information sources as possible.		
1.7	-- will be able to evaluate management processes in terms of the goals and objectives established for Area Vocational Education.		
3.3	-- comprehends and values the educational philosophy of Area Vocational Education Services and the CAVC as a part thereof.		
4.7	-- will be able to make application of the "cluster concept" as a program improvement tool.		
6.1	-- knows the management roles and/or responsibilities assigned as a function of the instructional manager.		

	Can Do	Can't Do
6.2a -- comprehends Area Vocational Education Services as a "system" in which change in any one part is likely to affect other parts of the system.	________	________
6.2b -- is able to make application of the various services (systems) of the Center as resources for assistance in conducting his or her instructional program.	________	________
6.4 -- values and makes application of the process of establishing goals and objectives and identifying ways and means of achieving them as an effective program improvement procedure.	________	________
7.1 -- will be able to apply a "needs assessment" to his or her instructional program.	________	________
7.3 -- will know the administrative procedures for resolving problems.	________	________

Inservice Delivery Systems

Topic 1: Illustrated Presentation -- Cliff Jump

Topic 2: Illustrated Presentation -- Harry Miller

Topic 3: Illustrated Presentation -- Scope of Work Forms and Procedures

Small Group (Cluster) Work Exercise (HRD)

Individual Preliminary Commitment Exercise -- Each Staff Member

Report-Back Session

Follow-Up Plan -- Presentation
- Provisions for Individual Work
- Provisions for Group Program Level Work
- Provisions for Cluster Group Level Work

AFTERNOON

Participants: Instructional Staff

Topic #4: Job Family Behavioral Analysis and Career Ladders -- Horizontal and Vertical Expansion of Occupational Curriculums

Staff Performance Goal Targets

		Can Do	Can't Do
1.1	The instructional manager is able to analyze the worker trait requirements for the jobs in which his or her program is offering training and be able to make application of the relationship between occupational skills (work tasks) and basic education skills and understandings.		
3.1	-- will be able to respond to the student's need for occupational information relative to the jobs within the job family hierarchy of which his or her program is a part (i.e., job descriptions and worker traits, employment opportunities, salaries, etc.).		
8.6	-- is able to evaluate the worker requirements for entry into the jobs for which training is offered and to make application of learning situations enabling the learner to meet the requirements.		
14.1	-- is able to make application of worker trait requirements information in relationship to levels of training needed for entry and/or advancement in the job hierarchy to which his or her instructional program is related.		
15.1	-- will know the various job training opportunities for people relative to the occupations for which they are providing instruction (i.e., community college programs, 4-year universities, private schools, company training programs, apprenticeship, etc.).		
15.4	-- knows the areas of potential program articulation with the Kellogg Community College and the apprenticeship programs.		

Inservice Delivery Systems

Topic 4: Illustrated Presentation -- Nate Avani
1. Development of Data Processing Program Job Hierarchies Flowchart
2. Uses for Job Hierarchies

Small Group (Cluster) Work Session

Task #1 -- Clarify understanding of job hierarchy formulation and its uses.

Task #2 -- Draft preliminary graphic representation of own program area job training hierarchy.

Follow-Up Session -- Lanny Johnston
1. React to staff concerns
2. Provisions for continued development of job hierarchies.

Calhoun Area Vocational Center Inservice
Friday, November 7, 1975
8:15 a.m. -- 3:30 p.m.
Coffee and Rolls 8:00 a.m.

AGENDA

FORENOON

Participants: Selected Instructional Managers

Topic #5: Writing the Cluster/Sub-Cluster (Program) Plans -- Cluster Curriculum Development Formats and Procedures.

Staff Performance Goal Targets

		Can Do	Can't Do
3.4	The instructional manager is able to make application of a system for identifying student purposes (commitments) upon entry in his or her program.		
8.1	-- is able to make application of the "learner centered" rather than the "program centered" concept in dealing with students.		
11.4	-- will be able to apply CAVC guidelines and procedures for continuing progress towards the development of an individualized instructional program (i.e., modularized instruction, open entry & exit).		
14.5	-- will be able to make application of learner performance objectives to demonstrate to students that they can perform in a variety of jobs.		

Inservice Delivery System

Topic 5: Illustrated Presentation -- Cluster Curriculum Plan

Small Group (Cluster) Discussion/Work Session
Task #1: Clarify understandings
Task #2: Write preliminary sub-cluster (program) level curriculum plan.

AFTERNOON

Participants: Selected Instructional Managers

Topics:

#6 Performance Objectives and Career Ladders

#7 Inventories of Learning Tasks, Learner Activities, Resources and Evaluation Procedures

#8 Instructional Modules

Staff Performance Goal Targets

		Can Do	Can't Do
2.4	The instructional manager is able to make application of a variety of student learning techniques.	______	______
5.2	-- is able to evaluate learner performance objectives which emphasize "application behaviors".	______	______
8.5	-- is able to comprehend learning outcomes in terms of visible performances of work skills and understandings.	______	______
8.6	-- is able to evaluate the worker requirements for entry into the jobs for which training is offered and to make application of learning situations enabling the learner to meet the requirements.	______	______
11.1	-- is able to analyze his or her program's specified learner goals and evaluate them in relationship to their general or specific application to work roles.	______	______
11.3	-- is able to make application of home, school, and community resources as contributions towards developing programs to meet training needs of the individual and groups of students (i.e., LEA Cooperative Programs, direct contracts with business and industry, parent-CAVC goal achievement contracts).	______	______
12.1	-- is able to make application of work experience role as a part of his or her occupational program.	______	______
14.4	-- is able to make application of a variety of instructional options to achieve specified learning goals.	______	______

Instructional Delivery System

Topic 6: Illustrated Presentation -- Aligning Performance Objectives with Identified Specific Job Training

Topic 7: Illustrated Presentation -- Al Adler and Nate Avani

Small Group (Cluster) Work Session
Task #1: Clarify understanding of work inventory components
Task #2: Develop inventory for 10 tasks.

Report-Back -- Submit Inventories, Staff Reactions and Provisions for Continuing Development

Topic 8: Information Giving -- Lanny Johnston
Relationship of Inventories to Formulation of Learning Modules

CAVC/USOE CLUSTER PROJECT
November 1975

GUIDANCE COUNSELOR'S WORKSHOP
Friday, November 7, 1975
9:00 A.M. - 4:00 P.M.
Calhoun Area Vocational Center
Learning Resource Center

Participants:

Local School District and Area Center Guidance and Counseling Staff.

Project Cooperators and Staff:

Calhoun Intermediate School District.	Roger LaBonte, Director Career Education
Kellogg Community College	Dr. Gerry Inman, Director KCC/CAVC Articulation Project
Western Michigan University	Dr. William Martinson, Chairman Guidance and Counseling Services
Calhoun Area Vocational Center.	J. Patrick Egan, Director Special Needs
Branch Area Careers Center.	Kenneth Strong, Director Guidance and Counseling

AGENDA

I UPDATE: Background information relative to the workshop. Purposes of generating recommendations for improving local district and area center guidance systems.

9:00 A.M.

A. The Local School District Career Education Plan (Pub. Act 97) and Career Guidance Services.

B. Region 12 Career Guidance Inservice.

C. Kellogg Community College/Local School District Articulation Project Career Guidance System Model.

D. Proposed CAVC/USOE Cluster Project and Local School District Career Education Guidance Services--An identified need for a Student Applied Career Decision-Making and Planning Model.

II A. Exploration and Assessment of our Career Guidance Services Programs.

B. Career Guidance Program Goal Setting and Action Steps for accomplishing them.

   a. Illustrated Presentation

   b. Small group work session

   c. Report-back

III ACTION PROPOSALS--recommendations for use of cooperatively planned alternatives in helping ourselves effect improved student career decision-making and planning approaches.

   A. Alternatives identified and consensus sought.

   B. Follow-up Provisions.

JOB-GETTING SKILL WORKSHOP

Goals and Objectives

1. All participants will know what teaching aids are available for implementing the job-getting skills components into their curriculum.

1. a. Upon completion of the workshop activities you will list, without assistance, five of the teaching aids and support materials that are available for implementation of the job-getting skills components.

2. Participants will identify possible ways of classroom implemention of the jcb-getting skills components into their classrooms prior to May, 1976.

2. a. Upon completion of the workshop activities, you will outline or plan for implementing at least three job-getting skills components in your classroom and/or curriculum prior to May 1, 1976.

3. Participants will implement at least three job-getting skills components into their classrooms prior to May, 1976.

3. a. Prior to May 1, teachers who participated in the job-getting skills workshops, will implement three job-getting skills components of thei their choice so well that the students will achieve according to the student performance objectives for that component.

or

3. b. Prior to May 1, teachers who participated in the job-getting skills workshops, will implement a survey instrument developed by the Placement Staff, to assess student achievement in the three job-getting skills components taught by the teacher so well that 80% of the students surveyed would respond positively that they:

    1. will be able to apply the concepts and/or skills to themselves

    2. developed a skill that they didn't have prior to the instruction

    3. feel the information was of value to them

3. c. Prior to May 1, teachers who participated in the job-getting skills workshops, will request at least one person from the Placement Staff to randomly sample their students to assess the students achievement in the job-getting skills components taught by the teacher so well that the student will positively respond that they:

    1. will be able to apply the concepts and/or skills

    2. developed a skill that they didn't have prior to the instruction

    3. feel the information was of value to them

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TOPICS AND ACTIVITIES

Instructional, Cooperative Education Placement,
and Guidance and Counseling Staff Participants

WORKSHOP INSTRUCTIONS

1. Slide/Tape - "It Looks Like This - - - - "
2. Workshop Setting
   - A. Seven stations and Locations
     - ③ Finding a Job - Main section of LRC
     - ④ Application Blank
     - ⑤ Letter of Application - Group Activity Room LRC
     - ⑥ Personel Resume
     - ⑦ Preparation for Interview - Media Production Room
     - ⑧ Interview
     - ⑨ Evaluation Offers - Small Conference Room - LRC
     - ⑫ Terminating a Job
     - ⑪ Getting Along - LRC Group Activity (#5 - #6)
     - ⑭ Pot Pouri - Media Production Room
   - B. Not more than six (6) people at one learning station.
   - C. When going to a learning station, pick up the activity sheet at that station and follow the instructions as given.
   - D. Upon completion of the activity sheet, sign your name and give it to Barb or Fran.
   - E. Rotate to your next station selection and repeat A - E.

③ FINDING A JOB

Slide/Tape	Cassette Tape	Modules
Finding A Job	"Contacting Job Interviewers" Discussion Tape A	CAVC KCC BACC

Pamphlet

Find A Job
Yellow Pages

ACTIVITY SHEET

Goal Statement: You will know and be able to list what materials are available for classroom implementation on "Finding A Job".

Activity:

1. Study BACC Module, making sure to note the performance objectives, activities, and resource material.
2. View the Slide/Tape, and relate the module content to the slide/tape.
3. Listen to Cassette tape and study lesson in workbook.
4. You may elect:
    A. to preview or study CAVC module.
    KCC " .
    B. to preview pamphlets.

④ APPLICATION BLANK

Slide/Tape	Cassette Tape	Modules
The Application Blank	-	BACC CAVC
	Pamphlet	
	Job Info Guide	

ACTIVITY SHEET

Goal Statement: You will know and be able to list what materials are available for classroom implementation on "Application Blanks".

Activity:

1. Study CAVC Module, making sure to note the performance objectives, activities, and resource material.
2. View the Slide/Tape, and relate the module content to the slide/tape.
3. You may elect:
    a. to preview or study CAVC module.
    KCC " .
    b. to preview pamphlets.

⑤ LETTER OF APPLICATION

⑥ PERSONEL RESUME'

Slide/Tape	Cassette Tape	Modules
-	-	CAVC BACC KCC

Video Tape	Pamphlet
Letter of Application Personel Resume'	-

ACTIVITY SHEET

Goal Statement: You will know and be able to list what materials are available for classroom implementation on "The Letter of Application" and "The Personal Resume'".

Activity:

1. Study BACC module, making sure to note the performance objectives, activities, and resource material.
2. View the Video/Tape, and relate the module content to the video/tape.
3. You may elect to preview or study the modules.

⑦ PREPARATION FOR INTERVIEW

⑧ PERSONAL INTERVIEW

Slide/Tape	Cassette Tape	Modules
Preparation for Interview	World of Work	BACC CAVC

Video Tape	Pamphlet
Personal Interview I Personal Interview II	-

ACTIVITY SHEET

Goal Statement: You will know and be able to list what materials are available for classroom implementation on "Preparation for the Interview" and "Personal Interview".

Activity:

1. Study BACC module, making sure to note the performance objectives, activities, and resource material.
2. View Slide/tape "Preparation for Interview".
3. Study the BACC module on Personal Interviews.
4. Study Video tapes I and II on Interviews.
5. You may elect to preview:
    a. cassette tapes 3-6 and discussion tapes B and C. See attached listings.
    b. preview modules.

⑨ EVALUATION OF JOB OFFERS

⑫ TERMINATING A JOB

Slide/Tape	Cassette Tape	Modules
Evaluating Job Offers	Terminate Job (Workbook)	BACC CAVC - Jan KCC

ACTIVITY SHEET

Goal Statement: You will know and be able to list what materials are available for classroom implementation on "Evaluating Job Offers" and "Terminating a Job Offer".

Activity:

1. Preivew both modules on Evaluating Job Offers.
2. View Slide/tape on Evaluating Job Offers.
3. Preview module on Terminating A Job.
4. Listen to Cassette tape on Terminating A Job.
5. You may elect to:

    a. preview cassette tape "Giving Notice"
    "The Fast Exit"

    b. preview discussion tape D - "Boss, I found a New Job!"
    "Asking for a Promotion"
    "Do You Think I Should Quit?"

⑪ GETTING ALONG ON THE JOB

Slide/Tape	Cassette Tapes	Modules
Getting Along It Looks Like This	BACC I & II and test World of Work Series	BACC CAVC-Jan

Pamphlets

Student Packet

ACTIVITY SHEET

Goal Statement: You will know and be able to list what materials are available for classroom implementation on "Getting Along on the Job".

Activity:

1. Study BACC Module, making sure to note the performance objectives, activities, and resource material.

2. View the Slide/tape, and relate the module content to the slide/tape.

3. Elect to preview cassette tapes:
    1. BACC
    2. WORLD OF WORK (see attached list)
    3. Preview pamphlets

⑭ POT POURI

"DO WHAT TURNS YOU ON"

Slide/Tape

Self-Awareness	CAVC module
Job Awareness	Activity Sheet
Placement Services	Brochure
Your First Pay	Module CAVC - Jan
Grooming for the Job	BACC - Jan

PLACEMENT SERVICES - Cassette tape & module

FOLLOW-UP SURVEY - Cassette tape & module

MESC KIT - Filmstrip and Cassette - Benefits & Services of MESC

ARMY CAREERS - Firmstrips and Cassettes - Career information & job opportunities.

JOB INFORMATION GUIDE

ACCESSION NUMBER: VT102977

PUBLICATION DATE: 20JUNE75

TITLE: RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION. FINAL REPORT.

DESCRIPTOR: *TEACHER WORKSHOPS; *INSERVICE TEACHER EDUCATION; *CURRICULUM DEVELOPMENT; *CAREER EDUCATION; *PROGRAM DESCRIPTIONS

EDRS PRICE: MF AND HC AVAILABILITY WILL BE ANNOUNCED IN VOL. 9, NO. 6.

DESCRIPTIVE NOTE: 12P.; RELATED DOCUMENTS VT 102 977 THROUGH VT 102 979 IN THIS ISSUE.

ABSTRACT: THIS PROGRAM DESCRIPTION OF A RESEARCH AND DEVELOPMENT PROJECT FOR THE PERIOD OF JULY 1973 TO JUNE 1974, DESCRIBES ACTIVITIES IN STAFF PREPARATION AND CURRICULUM DEVELOPMENT FOR THE PENN CAREER EDUCATION CENTER IN THE PUBLIC SCHOOL DISTRICT OF WASHINGTON, D.C. THE PROJECT ACTIVITIES REPORTED ARE FOUR WORKSHOPS IN STAFF AND CURRICULUM DEVELOPMENT. THE FIRST WORKSHOP WAS CONCERNED WITH DEVELOPING THE EDUCATIONAL PHILOSOPHY, IDENTIFYING COURSES, FORMULATING OBJECTIVES, REVIEWING FACILITIES, AND IDENTIFYING COMMUNITY RESOURCES. THE MAIN FOCUS OF THE SECOND WORKSHOP WAS THE DEVELOPMENT BY PARTICIPANTS OF SEVERAL LEARNING MODULES. DURING THE THIRD WORKSHOP, CURRICULUM SPECIALISTS WORKED WITH INDIVIDUAL TEACHERS AND WITH SMALL GROUPS, PROVIDING ASSISTANCE IN CURRICULUM WRITING, FEEDBACK, AND EVALUATION. AN OUTLINE OF THE FINAL WORKSHOP REPORTS THE MAJOR ACCOMPLISHMENTS, WHICH INCLUDED DERIVING LEARNING COMPETENCIES FROM TASK AND BEHAVIORAL ANALYSIS AND WRITING PERFORMANCE OBJECTIVES AND LEARNING MODULES. IN ADDITION, ALL PARTICIPANTS WERE REQUIRED TO DEVELOP TWO LEARNING PACKETS IN THEIR SPECIALIZED AREAS. A BRIEF DESCRIPTION OF THE EVALUATION PROCEDURES AND RESULTS IS INCLUDED FOR EACH WORKSHOP. (NJ)

CONTRACT NUMBER: OEG-0-73-2992

INSTITUTION NAME: DISTRICT OF COLUMBIA PUBLIC SCHOOLS, WASHINGTON, D.C.

SPONSORING AGENCY NAME: BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.

102 97

FINAL REPORT

Project No.: V361059L
Grant No.: 0-73-2992

Research and Development Project in Career Education

Conducted Under
Part C of Public Law 90-576

Public Schools of the District of Columbia
415-12th Street, N. W.
Washington, D. C. 20004

VT 102 977

FINAL REPORT

Project No.: V361059L
Grant No.: 0-73-2992

Research and Development Project in Career Education

Conducted Under
Part C of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Bureau of Occupational and Adult Education, Office of Education, U.S. Department of Health, Education and Welfare. Grantees undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Mr. Junius H. George, Project Director
Public Schools of the District of Columbia
415 12th Street, N. W.
Washington, D. C. 20004

June 20, 1975

FINAL REPORT

Project Description

In September of 1974, the Public Schools of the District of Columbia will open a specialized career center named in honor of the late Lemuel A. Penn, a former Assistant Superintendent of Vocational Education, renowned educator, and citizen of the District of Columbia. The career center, to be known as Penn Center, is being established in a former National Geographic Building located at Third and R Streets, N.E., Washington, D.C.

Over the past three years, the Division of Career Development Programs, has coordinated the joint efforts of the school system in developing program design, specifications, and facility renovations.

Programs to be offered in the center will include two specialized career clusters, Fine Arts and Communications and Media. Extensive preparation has been made to expand current offerings related to these clusters by developing new program components, and consolidating all related activities into new patterns of services.

The center will open to eleventh and twelfth grade pupils during the regular school day and to out-of-school youth and adults during the evening hours. All eleventh and twelfth grade pupils will be registered in one of the twelve neighborhood high schools and/or vocational career centers and will attend the center part time. Varied patterns of scheduling shall be explored as the program is phased into a network of career centers currently in the planning stage.

The research and development project, supported by a Vocational Education Research and Development grant, has focused exclusively upon the preparation of a cadre of staff and the development of basic curriculum for the center. Effective dates of Project Period, July 1973-June 30, 1974.

Major Activities and Accomplishments

August 20-31, 1973, twenty teachers (20) and four (4) supervisors participated in a curriculum and staff development workshop under the direction of a team of staff and curriculum specialists provided under contract by the Education Services Division-Radio Corporation of America (RCA). The team of consultants included the following:

- Management Services Specialist
- Staff and Curriculum Specialist
- Communications and Media Specialist

During the workshop period the participants were assisted in the following areas of Staff and Program Development:

1. Developing an educational philosophy for the Career Development Center
2. Identifying cluster components and possible interaction of the two clusters, Communication and Media - Fine Arts
3. Identifying courses to be offered within the cluster components
4. Formulating course objectives
5. Reviewing facilities plans and recommending needed improvements
6. Identifying and utilizing community resources
7. Expanding the advisory committee to represent all components of the two career clusters and utilizing the committee in the total planning effort.

Lemuel A. Penn Staff Development Activity
(Summer, 1974)

The administrative staff of the Lemuel A. Penn Center, working in conjunction with Mr. Junius George, Division of Career Development, initiated a two week Curriculum Development Workshop on June 17 through 28, 1974.

This activity was designed to insure completion of adequate curriculum modules to be used during the first semester of the Penn Center's operation. This activity was a direct outgrowth of prior Staff Development sessions sponsored under the auspices of a grant awarded by the Bureau of Adult Vocational Education. This project provided the first opportunity for the newly established Penn Center Administrative staff to initiate, conduct and evaluate a curriculum development project.

Major Activities

Ten teachers, two administrators and three supervisory personnel participated in the two week curriculum workshop. All participants were required to prepare at least four learning packages. Participants were required in addition, to prepare pre and post tests and develop other evaluative instruments.

Supportive resource material was supplied as teachers utilized material selected from the Graphic Arts Technical Foundation and the State Department of New Jersey, North Carolina and South Carolina Vocational Education; Robert F. Magers - Preparing Instructional Objectives: W. James Popham - An Evaluation Guidebook; and Clark C. Abt - Serious Games.

Results and Accomplishments

Observable changes in participants ability to develop curriculum modules was in evidence as the quality and quanity of modules submitted exceeded anticipated projections. The use of Clark Abt's Game theory approach resulted in the submission of many innovative and imaginative curriculum modules. Most outstanding among the modules submitted was one that required students to develop, manage and evaluate a "Mini Business Operation in Graphic Arts".

Evaluation

Evaluation of this workshop included the use of both process and product methods in evaluation. Evaluation instruments used was developed by Gary Borich, working in conjunction with Mr. L. Scriven.

Qualitative analysis of modules submitted indicates a need to provide additional resource assistance in the area of creative writing.

Conclusions

It was concluded that the two week activities were successful and if followed through by additional curriculum development activities teachers could within this academic year develop a complete curriculum.

Project Description

A second curriculum development session was held on August 18 through August 30, 1974, sponsored by the RCA Educational Service staff working in conjunction with the Penn Center's Administrative Staff, 10 Instructors, one RCA project Director and two curriculum writing specialist directed all activities during the two week workshop.

The following areas represent major goals anticipated during the workshop:

1. Familiarize the Career Development Instructional Staff with innovative and relevant curricular materials and related research materials for possible use in the career center.

2. Continue to direct the writing of learning packages using the model established in phase 11.

3. Direct the Career Development Center Staff in the writing of learning packages for each program area which will be suitable for implementation in the Career Development Center.

4. Provide Curriculum Development Specialists and Curriculum writers to assist in the preparation of materials and to maintain a high quality level.

5. Direct and maintain quality control of all learning packages to assure that each package is written in the format which has been established in phase 11.

Major Accomplishments

Accomplishments of this two week workshop are as follows:

1. Teachers were provided individual assistance in form and style of curriculum writing.

2. Products were evaluated immediately and returned to teachers for final review and typing.

3. Teachers were able to access and evaluate modules developed by comparing their accomplishments in comparison to modules developed by "The Skyland Career Center" in Dallas, Texas. Through this comparison, an increase in teacher confidence was exhibited. An increased awareness of methodologist by which core curriculum materials might be infused into existing and future learning packages.

Evaluation

Conclusion of the final summer staff development activities leaves the Center's Administrators and Staff prepared to continue to develop and refine future curriculum modules. Form and style of modules developed are now representative of quality work needed in operations of newly emerging career development centers.

Project Design and Procedures

Members of the teaching staff met daily during the two week workshop from 9 a.m. to 3:30 p.m. Teachers were divided into groups representing their specialized areas. RCA team members worked individually with each small group and provided curriculum development material included in the appendix of this report.

As teachers completed the initial task of course outlines, cluster components and course description, these conclusions were shared with the total group in afternoon sessions.

Feedback indicating the group process was illicitated as members of the RCA team and the project supervisors met for daily debriefing sessions.

Results and Accomplishments

Group participation resulted in the completion of the following major program activities: Definition of School Philosphy, Objectives, Recommendation for Architectural Design Improvements, Delineation of the Centers Goals and Program Objective for pilot clusters.

In addition, teachers agreed upon a student teacher ratio of 1 to 18 in instructional areas. Projected student enrollment for the September 1974 opening was established at 450.

EVALUATION SECTION WILL BE SUBMITTED BY THE ALFRED J. MORRIS STAFF

Conclusions and Implications

In summary, both the RCA and staff supervisors concluded that the first RCA Staff Development session had been successful in accomplishing tasks as specified in the initial contract. Preceeding staff development activities would be needed in order to complete learning packets to be used during the school year 1974-75. Participants in the workshops were aware as a result of the information distributed to begin the process of organizing their daily classroom activities utilizing new skills and techniques. The implications of this workshop suggest that the immediate development of an exemplary curriculum package was at hand.

Interim Progress Activities

In January 1974, the Center's Director, George C. Gordon, was selected. The immediate responsibility of the Center's Director was to continue all staff development activities as initially designed by the Division of Career Development working in conjunction with Junius George, Project Manager. Succeeding staff development sessions were designed for the following dates, February 25 through March 1; March 25 through March 29. As a result of the furtherness of the career development concept, the clusters of humanities and fine arts under the direction of Peggy Cooper, elected to develop their program at Western Senior High School. This change in venve resulted in the Center focusing primarily on the clusters of Media and Communication. The effect of this program change resulted in the loss of five perspective staff members and 100 potential students.

MAJOR ACTIVITIES AND ACCOMPLISHMENTS

Project Description
(Second RCA Staff Development)

On Monday, March 25, 1974, the second one week workshop with the RCA team conmensed with four representatives form the RCA Educational Service staff, four supervisory participants and thirteen teachers.

The major thrust of the weeks activites included the following:

- I. Review of prior staff development activities in Deriving Learning Competencies
  - 1. Behavioral Analysis
  - 2. Using Task Analysis to Derive Competency Statements

- II. Writing Performance Objectives
  - 1. Pre-Assessment Package on Performance Objectives

- III. Writing Performance Objectives
  - A. Performance Objectives Defined
  - B. Components of Performance Objectives
  - C. Writing Acceptable Performance Objectives
  - D. Classifying Performance Objectives
  - E. Establishing guidelines for developing performance objectives

- IV. Writing Learning Modules
  - A. Introduction of learning modules
  - B. Develop a format for learning modules
  - C. Develop at least one example of a learning module in area of expertise

Participants were given materials which further identified skills needed in developing the compentency base in curriculum learning. This package included guidelines for developing the following:

- A. performance objectives
- B. the classification form for performance objectives
- C. four written exercises in developing performance objectives
- D. a list of action verbs and
- C. a sample learning package format (Refer to appendix A)

All teacher participants were required to develop at least two complete learning packets for their specialized area and were to include a thrust toward clearly identifying the interdisciplinary approach in skills development. The Dictionary of Occupations Titles and Outlook Handbook were utilized as additional resource materials.

Monday, February 25, 1974, through Friday, March 1, 1974, sessions were devoted to the instructional activities listed below. Participants included four RCA education staff, three staff supervisors and ten teachers.

- I. Review of Phase I Staff Development
- II. Management Plan for Program Development
- III. A model for Developing Instructional Materials
- IV. Competency-Based Learning Materials
- V. Deriving Learning Competencies
- VI. Derive Competency Statements for Pilot Programs
- VII. Writing Behavioral Objectives

Additional resource material included Preassessment for Writing Performance Objectives for Instruction; Behavioral Analysis leading to Competency Statements and three Exercises in developing competency statements.

Instructions in this area included an analysis of process module for curriculum identifying input, output and feedback systems. Individual assistance was given to participants by RCA staff members in assuring the attainment of goals identified under the head of this section of this report.

EVALUATION

Refer to the final report of Alfred J. Morris Associates

CONCLUSIONS AND IMPLICATIONS

Members of the RCA Team presented material in a thorough and meticulous matter presenting difficult behavioral and tasks concepts analysis commonly used in deriving competency status statement. Teachers exhibited through their written packets increased awareness and skill in utilizing sophiticated educational terms and materials.

Matery of materials covered in this section provided teachers a foundation upon which additional curriculum material could be developed.

ACCESSION NUMBER: VT102983

PUBLICATION DATE: 15OCT75

TITLE: FOLLOW-UP OF AUTOMOTIVE AND METALS GRADUATES RESEARCH AND DEVELOPMENT PROJECT. FINAL REPORT.

PERSONAL AUTHOR: WILLETT, GEORGE

DESCRIPTOR: *VOCATIONAL FOLLOWUP; *VOCATIONAL EDUCATION; *PROGRAM DESCRIPTIONS; *FOLLOWUP STUDIES; *GRADUATE SURVEYS; PROGRAM EVALUATION

EDRS PRICE: MF AND HC AVAILABILITY WILL BE ANNOUNCED IN VOL. 9, NO. 6.

DESCRIPTIVE NOTE: 16P.

ABSTRACT: THIS REPORT DESCRIBES A PROJECT TO DEVELOP A WORKABLE MODEL OF A FOLLOWUP DEVICE AND SYSTEM BY DEVELOPING AND ADMINISTERING A MAILED QUESTIONNAIRE TO METALS' AND AUTOMOTIVES' GRADUATES OF THE LAST THREE YEARS OF THE FOSTER VOCATIONAL CENTER IN FARMINGTON, MAINE. THE GOAL OF THE PROJECT WAS TO DEVELOP A MODEL THAT WOULD BE TRANSPORTABLE TO OTHER VOCATIONAL CENTERS AS WELL AS COLLECT INFORMATION FROM THE SCHOOL'S GRADUATES. OF 186 FORMS MAILED, THE RETURN RATE WAS 47 PERCENT (79). THE REPORT LISTS THE SPECIFIC OBJECTIVES OF THE PROJECT, FOLLOWED BY BRIEF DESCRIPTIONS OF THE PROCEDURES FOLLOWED IN ATTEMPTING TO ACHIEVE THE OBJECTIVES. THE EVALUATOR'S REPORT ALSO LISTS THE OBJECTIVES WITH AN ANALYSIS OF THE RELATIVE SUCCESS IN OBJECTIVE ATTAINMENT. AS THE INSTRUMENT WAS THE MAJOR OUTCOME OF THE PROJECT, A BRIEF ANALYSIS OF EACH ITEM ON THE QUESTIONNAIRE IS PRESENTED. THE EVALUATOR'S GENERAL CONCLUSION IS THAT THE QUESTIONNAIRE, ALTHOUGH ADEQUATE FOR ITS PURPOSE, CAN BE IMPROVED. SEVERAL SUGGESTIONS ARE OFFERED SUCH AS FOCUSING MORE INTENTLY ON THE GRADUATE'S OPINION OF PRE-EMPLOYMENT EXPERIENCE, JOB DEVELOPMENT, AND JOB-SEEKING SKILLS. AN APPENDIX CONTAINS THE LETTERS OF THE FIRST AND SECOND MAILINGS, THE FOLLOWUP QUESTIONNAIRE, AND THE STATISTICAL ANALYSIS WORKSHEET. (NJ)

INSTITUTION NAME: FOSTER VOCATIONAL CENTER, FARMINGTON, MAINE.

SPONSORING AGENCY NAME: MAINE STATE DEPT. OF EDUCATIONAL AND CULTURAL SERVICES, AUGUSTA. BUREAU OF VOCATIONAL EDUCATION.

FINAL REPORT

Follow-up of Automotive and Metals Graduates
Research and Development Project

Conducted Under
Part C of Public Law 90-576

George Willett
Foster Vocational Center
School Administrative District #9
Farmington, Maine 04938

October 15, 1975

VT 102 983

FINAL REPORT

Research and Development Project

Conducted Under
Part C of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Bureau of Vocational Education, Maine Department of Educational and Cultural Services. Grantees undertaking such projects under State department sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions do not, therefore, necessarily represent official Department of Educational & Cultural Services position or policy.

George Willett
Foster Vocational Center
School Administrative District #9
Farmington, Maine 04938

October 15, 1975

SUMMARY OF THE REPORT

The project originated in April of 1975 and concluded in September of 1975. Total working time in weeks, excluding the summer vacation, was about twelve weeks. The objectives of this project were to develop a follow-up device and system, that could be easily used and readily transferred to other regional vocational centers, while accurately reporting upon those graduates of immediate concern.

The follow-up instrument was mailed to all past graduates of two vocational areas, metals and automotives, as far back as three school years. As a control, and for ancillary data, we mailed the same form to all vocational graduates of June1975. 186 follow-up forms were mailed, with 169 students receiving; and 79 students returned their forms for a 47% return.

It is our opinion that the instrument was worthwhile, and that figures of return could be improved upon through group sessions. In group sessions the form would be given to the students, where they would be informed of the importance of returning the follow-up form.

The information gathered was extremely valuable and significant, in that many areas of information were requested, and significant data has been gained. As an example: all but five of the students inidcated that they are employed, half of the students reported that their vocational training was helpful on their present job. 88% of the students indicate that they enjoyed their vocational experience at the Foster Vocational Center. Of extreme significance: almost the same number, 88.5% indicate that training in getting a job, taking an interview, completing an application, would have helped them with their first job, and should be provided by the school.

While the rate of 47% return is good, it could have been improved upon had we more time to develop the project to its fullest. We could have used the phone to complete the follow-up on those students who did not respond to the second and final appeal for a completed return. This would have given us an accountability for all students rather than 47% of those who received the request for information. In any event, we are pleased with the results and shall expand upon the follow-up instrument and the significant implications revealed by its results.

BODY OF THE REPORT

The problem with this center was very common, in that we had no indicators of the success of our graduates in obtaining employment, or if their skills learned at this center were relevant to their needs as demanded by industry and business. Also we had little grasp of their appreciation for the center, its equipment, and the instructors. We were unaware of their feelings, concerning the efforts of the comprehensive aspect of their learning experience, both here at the vocational center, and their parent or sending school. Previously follow-up data was used only to report to the State Department of Education, the number of students working within an area for which they had been trained, and if they were employed. Follow-up prior to this project was word of mouth and accidental. Our efforts in this project were to develop a workable model that could be implemented with little effort and be transportable to other vocational centers, while revealing valid information. To do this we established the following objectives:

1. Develop a follow-up research instrument by involving the director, counselor, staff and a research associate.

2. Conduct a follow-up using personal contact, telephone and mailing and determine by results gathered, the most effective technique.

3. Design the project so that it will have transportability to other vocational centers, and disseminate this information through the Maine State Department of Vocational Education.

4. Place all follow-up data pertaining to each student within his individual microfiche records.

5. Summarize results of project upon its completion in June and make data techniques available to staff for consideration in curriculum change or improvement.

OBJECTIVES

1. Develop a follow-up research instrument by involving the director....

The follow-up instrument was developed by the director and the counselor, after meeting with the staff, concerning their interest areas. The design of the format was non-verbal so as not to impose seemingly difficult task to the typical vocational student. Many options were left to the student, as questions were asked concerning not only the vocational areas, but also the comprehensive experience of the student. In addition, we attempted to determine the student's needs for other areas of importance to us, such as: Job Development Skills, Job Placement Assistance, Higher Education, etc. In short, the format was designed to encourage the student to express his opinions in many areas, by checkmarks, in a relatively simple manner.

2. Conduct a follow-up using.......

The follow-up form was mailed to 186 students, in mid June, with 41% of those being returned by September 1975. In mid September a second appeal was mailed to all students from whom we had not received a return, with an additional 6% returning their forms to make a 47% response. We feel that this could improve if the project had more time to complete all phases of this objective. It would be our intention, in a similiar effort, to telephone all students who had not responded, to encourage a return. It has been our experience in the very limited exposure that we have made, through this project, that the telephone can be an excellent assist to a project of this nature. Personal contact with the students has been haphazard at best, as was to be expected, since the counselor met only those students employed in those areas where the counselor sought employment for vocational students. It is our opinion that the follow-up form used as we did, with the garnishment, in addition to a second mailing, plus the use of the phone, in the early evening would be the most beneficial method of conducting a follow-up which would account for almost every student.

3. Design the project that it will.......

At the inception of this project we believed that we could best serve the Department of Vocational Education by attempting to make a follow-up device that would help in a troublesome area, common to most vocational centers. Therefore, every consideration was given to making a thorough and complete format that could be easily and quickly completed by the typical vocational student. We attempted to anticipate all relevant concerns of vocational centers, by taking our own pulse, believing that we have a commonality with other vocational centers. We wanted supportive data to illustrate the need for job development and placement skills, by the students. In doing the above, we believe that we have developed a system which is inexpensive and highly transportable. At a recent meeting, we learned that our following system has been taken completely by another comprehensive secondary school in Maine, and is presently being used.

4. Place all follow-up data.......

All data gained through this project will be placed with each student's records, with appropriate updatings in personal data. One important item worth mentioning, is that we have always made it a policy to request the name and address of someone other than immediate family who will always know the whereabouts of each particular student. This has been extremely helpful with this follow-up or in other cases, where we have had to locate our students. We presently have all our records on microfiche and will add these data gained to the same.

5. Summarize results of project upon its completion.....

June was not a realistic month since we have found that to implement the project and have the information needed, returned by the students within two month's time, is unrealistic. It is my feeling now, that we are summarizing the project before its true completion, since an additional encouragement would bring in more completed follow-up forms.

Our project was unique in perhaps several ways. We resorted from gimmicks to chicanery to "assist" the typical "non-verbal" vocational student to complete and return our follow-up form. We believe that many of our students would simply not take the time to read, complete, and return a follow-up form that was excessively verbal, or one that required much writing or in general was time consuming. Realizing this, we evolved to a form, which was simple to answer, and yet gave us the information we desired. In additon, and to add further incentive, we included in each letter the ingredients for a cup of coffee, a pencil, and a gift item (a caricature vocational student, on an adhesive decal). In addition to a stamped and addressed return envelope. The letter requesting the information was simple instructure and written to the student at his level, asking him to "again help his center". The second appeal consisted of a similiar letter, saying that his classmates had responded in great number, and would he too, help those instructors and the center, which was getting an excellent rating through the follow-up. At this time, almost half of the students have returned their forms, and we believe that if we could follow-up additionally with personal telephone calls, we could increase this amount substantially.

Essentially our task was to research two vocational areas, which we did, (automotives and metal trades), for the past three years. Beyond this requirement, we felt we would have a control by also researching all vocational students from all technical and industrial areas. Of concern at this point, is the fact that more students who graduated in years 1972, 1973 and 1974 returned their follow-up forms that did graduates of 1975. In all cases, about half of the students who graduated prior to 1975 returned their forms, contrasted with a 37% return for 1975 graduates in automotives and metals. In other technical and industrial areas of 1975 graduates the range varied from 32% to 51%. Possibly the halo effect influenced those returning forms who graduated prior to 1975.

Of significance in this project, is the high rate of return, which we could assume resulted because of garnishment 47% of those students receiving the form returned it to this center. Almost all students reported that they liked very much their vocational experience. 80% of the students felt that their vocational instructor was interested in their progress. 88.5% of the students indicated that they would like to receive training in getting a job. Parents and friends were indicated to be more helpful in obtaining a job than teachers. The pre-employment experience program was sited as the most helpful in assisting them to form educational and vocational plans.

EVALUATORS REPORT

Introduction

This project was designed to collect data on graduates from the automotives and metals programs of the Kenneth A. Foster Regional Vocational Technical Center. This report will evaluate this effort. Each objective specified in the original proposal will be assessed independently and concluding statements will attempt to illustrate the interdependent relationship.

Objectives

1. Develop a follow-up research instrument by involving the director, counselor, staff and research associate.

This objective was not complete in its entirety. However, the outcome, in the form of a questionnaire is reasonably well done. Some operations could have facilitated its development and strengthened the product. The majority of the questions were derived from (1) already existing forms or (2) specific concerns for the Foster Center. Since the instrument was one of the major outcomes of the project each item will be evaluated.

Question 1: This item is really of little value to the center and may cause the recipient to not care to answer further because of its personal nature.

Question 2: Good sensible question allowing for cross referenced information. Easily answered.

Question 3: Appropriate question but the same information could be obtained in question 5.

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Question 4: This question can be very valuable in evaluating the effectiveness of various components of the programs but very touchy to use in instigating change.

Question 5: A standard question which supplies a good deal of information if analyzed properly. It could be expanded to include the information from question 3.

Question 6: The first half of this question is appropriate. The second half is repetition of earlier information.

Question 7: An excellent question. Has broad implications for focusing center resources.

Question 8: Similar to question 4 in that the information is potentially valuable but will be difficult to use.

Question 9: Good question although the value of the information is questionable.

Question 10 and 11 : Both questions are program general and could be used in other areas. They will give the administration valuable information.

Question 12 and 13 : Good questions.

Question 14, 15, and 16: Good conclusion to the questionnaire. The recipients probably will not respond but it leaves them with a feeling that they have an opportunity if they want it.

The questionnaire was developed by the director and counselor with little imput from the staff. However, this is probably not a serious short coming as this imput would lengthen and complicate the instrument the staff was given the opportunity to react to the completed instrument.

The questionnaire as a whole is acceptable considering the above comments. The brevity of the required answers is a strong factor.

2. Conduct a follow-up using personal contact, telephone, mailing and determine by results gathered, the most effective technique.

An attempt at personal contact was found too time consuming, staff and hours were major road blocks to telephoning, so the most appropriate was mailing. A gimmick was employed which probably helped garner a return of over 50%. A second mailing would help. This objective cannot be evaluated because two methods were not employed. There is, however, rather large amounts of information to indicate that telephoning is most effective, (all factors being equal) however, mailing is the most widely employed.

3. Design the project so that it will have transportability to other vocational centers, and disseminate this information through the Maine State Department of Vocational Education.

This objective has been achieved in as far as what the center can do. The second part of the objective requires state department cooperation.

4. Place all follow-up data pertaining to each student within his individual microfiche folder.

This objective is in the process of being completed.

5. Summarize results of project upon its completion in (September) and make data and techniques available to staff for consideration in curriculum change or improvement.

This objective is still in the operation stage.

Conclusion

The first objective is the most critical for this program. It has resulted in an instrument which is appropriate for it's design. It certainly isn't the best instrument but it will serve the purpose and collect valuable information.

The second objective will not be achieved but it probably is not significant.

The third, fourth and fifth objectives are specific to the center and will be or are being achieved.

Two by-products of the project will help the center better serve the region. The first is a descriptive brochure of the center which will facilitate cooperation between schools. The second is a practical involvement of business leaders which will develop cooperation between the center and potential employers.

CONCLUSIONS

The follow-up form can be improved upon. While this obviously does not come to mind prior to the use of the form, areas for improvement arise with usage. On a similiar follow-up we could key-in on areas highlighted by the results of this follow-up, namely: the students opinion of the pre-employmnet experience in more detail, student's opinion of job development and job seeking skills. Group sessions with seniors about to graduate from the center, concerning the follow-up form, and the importance of returning it, would help to increase the rate of return. The second mailing is a good idea since this did bring in additional returns, however we should augment our efforts with the use of the phone. We must implement group sessions dealing with the finding, and keeping of jobs. More of our vocational instructors should be encouraged to place students in the pre-employment program.

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APPENDIX

A. . . . . Letter of first mailing

B. . . . . Letter of second mailing

C. . . . . Follow-up form

D. . . . . Statistical Analysis Worksheet

E. . . . . Letter of Mr. Harvey - Significant Findings

Kenneth A. Foster Regional
Vocational Technical Center
SCHOOL ADMINISTRATIVE DISTRICT #9 • FARMINGTON, MAINE 04938

The Forward Look

• MT. BLUE H.S.
• RANGELEY H.S.
• MT. ABRAM H.S.
• JAY H.S.
• LIVERMORE FALLS H.S.

RICHARD M. HARVEY
Vocational Director

GEORGE WILLETT
Vocational Counselor

Sept. 24, 1975

Dear Vocational Graduate:

Last June the Center decided to conduct a follow-up program of all its graduates from metals and automotives for the past three years. We chose those two classes because we felt that the students in those programs, left this Vocational Center exceptionally well prepared, by two outstanding instructors. It seems that we were correct, as the return forms indicated that both Mr. Brackett and Mr. McKenney received the highest evaluations from their former students.

Those comments help us to know what we are doing well, while also telling us where we can improve. In order for any of this information, that we get back from you to make sense, we have to hear from a good many of you. Most of your classmates have returned their forms, and we feel that you would like to return yours too! Perhaps you have lost the form or mislaid it. To save you time, we are sending you another form, and a stamped and addressed envelope so that you can get your return in the mail today! Thanks for helping make the Foster Vocational Center a place that wants to help kids learn a trade, and do well in industry!

Enclosed you will find another vocational sticker, which is our way of saying - "Thanks".

Sincerely yours,

George Willett
Vocational Counselor

GW/jw

Kenneth A. Foster Regional Vocational Technical Center
SCHOOL ADMINISTRATIVE DISTRICT #9 • FARMINGTON, MAINE 04938
The Forward Look

• MT. BLUE H.S.
• RANGELEY H.S.
• MT. ABRAM H.S.
• JAY H.S.
• LIVERMORE FALLS H.S.

RICHARD M. HARVEY
Vocational Director

GEORGE WILLETT
Vocational Counselor

June, 1975

Dear Vocational Graduate:

This is just a quick and informal note to see how you are doing and to ask you to help the Foster Vocational Center again.

Enclosed you will find our new vocational sticker which we hope you will enjoy. It is our way of saying thank you. You will also find a follow-up form, pencil, and a cup of coffee....enjoy the coffee while you take a few minutes to complete the follow-up form, and return it in the self-addressed, stamped envelope.

Your cooperation in this will help us not only know your personal feelings about the Center, but will also help improve things that need attention. All of your answers will be kept in confidence and will be used only to improve the program.

Thanks, and we hope that all is going well and that you will not hesitate to call on us if we can help you in any way.

Sincerely,

George Willett

George Willett
Vocational Counselor

GW/jw

FOLLOW-UP QUESTIONNAIRE

KENNETH A. FOSTER REGIONAL VOCATIONAL TECHNICAL CENTER
FARMINGTON, Maine 04938

(Please print your name and correct address below)

Name ____
Last First Initial

Address ____
Number Street City or Town State Zip

Phone ____________________

Which vocational program were you enrolled in ______________________________________?
(Note, your answers will be considered confidential. They will be used only for statistical purposes and for the improvement of our school program)

1 Please check one, are you
(1) ________ single
(2) ________ married (if married, how many children do you have? ________)
(3) ________ divorced or separated

2 What are you doing now? (Please check one or more)
(1) ________ working for pay, full-time
(2) ________ working for pay, part-time
(3) ________ in school, part-time
(4) ________ in school, full-time
(5) ________ housewife
(6) ________ in business for self
(7) ________ in armed forces
(8) ________ not working but looking for job
(9) ________ not working and not looking for job

3 If you are working, what is the name of your employer or his firm?
____

If you are attending school, what is the name of your school?
____

Are you planning to take further schooling? If so, where
____

4 Which of the following helped you most in selecting an occupation and in making your educational and vocational plans? (check one or more)
(1) ________ Parents
(2) ________ other relatives
(3) ________ friends
(4) ________ teacher
(5) ________ counselor
(6) ________ Principal
(7) ________ work experience
(8) ________ school subject, if so which one? ____________
(9) ________ no help received

5 Please describe the jobs you have held since leaving school:

Employer or Firm	Kind of Work	Date Started	Months on Job	Weekly Wage

6 To what extent has your vocational training helped you on your present job?
(Check the appropriate blank)
(1) ________ a great deal
(2) ________ some
(3) ________ little or none
(4) ________ not certain

Are you working in an area related to the training you received at the Foster Vocational Center?
________ Yes ________ No (indicate one please)

7 Which of the following helped you most in getting your first steady job after leaving school? (please check one or more)
(1) ________ parents or other relatives
(2) ________ friends
(3) ________ school (teachers, counselor or other school person)
(4) ________ my own efforts
(5) ________ newspaper advertisement
(6) ________ Public employment service
(7) ________ other (please explain) ____________________
____

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8. Please indicate by checking in the proper column how much this school helped you in regard to each of the following

	(1) A great deal	(2) Some	(3) Little or none	(4) Uncertain
(1) Using your spare time				
(2) Taking care of your health				
(3) Taking part in community and civic affairs				
(4) Marriage and family life				
(5) Securing a job				
(6) Getting along with other people				
(7) Preparing for further education				
(8) Understanding your abilities and interests				
(9) Ability to read well				
(10) Using good English				
(11) Using basic math skills				
(12) Using your money wisely				
(13) Conducting your own business affairs				
(14) Thinking through problems				

9. How do you feel about your vocational educational experience?

(1) ________ liked it very much
(2) ________ liked it pretty well
(3) ________ neither liked nor disliked it
(4) ________ disliked it more than I liked it
(5) ________ disliked it very much

10. (1) How would you rate the teaching quality of the instructor in your vocational training program?

(Please check one in each section)

________ The instructor taught very well
________ About the same as other instructors.
________ The instructor did not teach well

(2) How would you rate the knowledge your vocational instructor possessed about his field?

________ Instructor was very knowledgeable
________ About the same as other instructors.
________ Instructor was not knowledgeable

(3) How would you rate the interest shown by your instructor in your work progress in your vocational program?

________ Instructor was very interested in my progress
________ Instructor was somewhat interested in my progress
________ Instructor was not interested in my progress.

(4) How would you rate the extent to which your instructor in your vocational program was up-to-date in his field?

________ Instructor was up-to-date.
________ About the same as other instructors
________ Instructor was not up-to-date

11. (1) The equipment in my vocational-technical program was such that:

(Please check one in each section)

________ The vocational-technical equipment was superior to that on the job
________ The vocational-technical equipment was similar to that on the job
________ The vocational-technical equipment was inferior to that on the job

12. Do you think that training in getting a job, completing an application, taking an interview, would have helped you in finding a job?

________ Yes ________ No

13. Do you think that we should provide this training for our students before they graduate?

________ Yes ________ No

14. If you have further comments or suggestions for improving any part of this school's program, please state them here

____
____
____

15. Can this school be of further service to you? If so, please explain here or write or phone to the school

____
____
____
____

16. Do you personally feel a need for further education through adult or evening classes? If so, in what fields or courses?

____
____
____
____

THANK YOU FOR YOUR HELP AND COOPERATION

STATISTICAL ANALYSIS [illegible]

PROGRAM: * THESE RESULTS REFLECT A 47% YEAR:
RETURN OF 169 POLLED DURING
A RECENT FOLLOW-UP OF VOCATIONAL STUDENTS 1972-1975

1. MARITAL STATUS: SINGLE 61
MARRIED 18
DIV/SEP 0

2. PRESENT STATUS: WORKING FULL-TIME 51
WORKING PART-TIME 12
SCHOOL FULL-TIME 6
SCHOOL PART-TIME 0
HOMEMAKER 0
SELF EMPLOYED 6
ARMED FORCES 6
UNEMPLOYED BUT LOOKING 5
UNEMPLOYED AND NOT LOOKING 0

3. MOST HELPFUL IN [illegible] TECHNICAL AND VOCATIONAL [illegible]

PARENTS 21
RELATIVES 6
FRIENDS 13
TEACHER 13
COUNSELOR 11

[illegible] 0
WORK [illegible] 23
[illegible] 9
[illegible] 18

OVE

4. HOW [illegible] TRAINING HELPED [illegible]:

GREAT DEAL 31
SOME 21

[illegible] 19
[illegible] 6

WORKING IN AREA RELATED TO TRAINING AT [illegible]:

YES 34
NO 41

BEST COPY AVAILABLE

15

7. MOST HELP IN GETTING FIRST [illegible] JOB:

PARENTS/REL. 17
FRIENDS 4
OWN EFFORTS 44
SCHOOL 11

[illegible] 2
EMPLOY. [illegible] 0
OTHER 5

(OVER)

8. SCHOOL HELPED.

	GREAT DEAL	SOME	LITTLE	UNCERTAIN
USING SPARE TIME	18 2	22	9	6
CARING FOR HEALTH	16	33	13	12
COMMUNITY/CIVIC [illegible]	4	16	40	15
MARRIAGE/FAMILY LIFE	5	11	49	11
SECURING JOB	23	22	20	11
GETTING ALONG	20	31	20	5
PREPARING FOR [illegible]	18	18	25	13
UNDERSTAND [illegible]	39	22	11	6
ABILITY [illegible]	16	27	20	9
USING GOOD ENGLISH	12	31	24	6
[illegible]	28	35	9	2
[illegible]	28	27	28	9
[illegible]	12	24	27	11
[illegible]	31	30	6	7

9. [illegible]

[illegible] 57
[illegible] 13
NEUTRAL 3
[illegible] 2
[illegible] 1

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10. RATING OF INSTRUCTOR:

TEACHING QUALITY: VERY WELL 65

SAME AS OTHERS 11

NOT GOOD 4

KNOWLEDGE: VERY KNOWLEDGEABLE 67

SAME AS OTHERS 11

NOT KNOWLEDGEABLE 1

INTEREST: VERY INTERESTED IN PROGRESS 60

SOMEWHAT INTERESTED 15

NOT INTERESTED 3

[illegible]: YES 65

SAME AS OTHERS 12

NOT 2

11. EQUIPMENT: SUPERIOR TO ON-THE-JOB 38

SIMILAR TO ON-THE-JOB 35

INFERIOR TO ON-THE-JOB 2

12. WOULD TRAINING IN GETTING JOB, INTERVIEWS, APPLYING [illegible], HAVE HELPED?

YES 56 NO 23

13. SHOULD THIS PROGRAM BE PROVIDED?

YES 69 NO 10

BEST COPY AVAILABLE

Kenneth A. Foster Regional Vocational Technical Center
SCHOOL ADMINISTRATIVE DISTRICT #9 • FARMINGTON, MAINE 04938
The Forward Look

• MT. BLUE H.S.
• RANGELEY H.S.
• MT. ABRAM H.S.
• JAY H.S.
• LIVERMORE FALLS H.S.

RICHARD M. HARVEY
Vocational Director

GEORGE WILLETT
Vocational Counselor

October 20, 1975

SUBJECT: Follow-up, Vocational Graduates
1975-1972, Automotives & Metals
& All T & I graduates 1975
TO: Mr. Harvey

FROM: Mr. Willett

In the recent follow-up the significant findings were indicated:

94% of those returning the follow-up forms were employed.

The two week job placement experience was reported as the most helpful in making educational and vocational plans.

67% of the students returning forms felt that their vocational training helped them with their present job.

44% are working in areas related to thieir training received at the Foster Vocational Center.

56% of the students felt that they got their job throught their own efforts.

Only 14% of the students felt that the school helped them with obtaining their first job.

56% of the students felt that they received little help with community and civic affairs.

79% of the students felt that the school helped them understand their abilities.

81% felt that the school helped them understand and use basic math.

37% felt they received little help in reading well.

90% of the students enjoyed their vocational education experience.

49% of the students felt that their equipment at the center was superior to that on the job.

89% of the students felt that training in getting a job, interviews, and completing an application should be given in school.

72% of the students indicate that this training, as mentioned above, would have helped them in getting their first job.

ACCESSION NUMBER: VT102984

PUBLICATION DATE: JAN75

TITLE: CAREER EDUCATION PROJECT. FINAL REPORT.

DESCRIPTOR: *CAREER EDUCATION; *PROGRAM DESCRIPTIONS; *PROGRAM EVALUATION; *SUMMATIVE EVALUATION; ELEMENTARY EDUCATION; TABLES (DATA)

EDRS PRICE: MF AND HC AVAILABILITY WILL BE ANNOUNCED IN VOL. 9, NO. 6.

DESCRIPTIVE NOTE: 55P.; RELATED DOCUMENT VT 102 985 IN THIS ISSUE. COVER PAGE WAS RETYPED AT THE CENTER FOR VOCATIONAL EDUCATION, THE OHIO STATE UNIVERSITY DUE TO THE ILLEGIBILITY OF THE ORIGINAL.

ABSTRACT: THIS REPORT DESCRIBES AND EVALUATES A PROJECT TO DESIGN AND PILOT TEST CAREER EDUCATION CURRICULUM TO BE INFUSED INTO THE REGULAR ELEMENTARY CURRICULUM IN THE ST. LOUIS PUBLIC SCHOOLS. THE MAJOR PORTION OF THE REPORT (36 PAGES) CONSISTS OF THE THIRD PARTY EVALUATION WHICH EVALUATES EACH OF THE 19 OBJECTIVES GROUPED WITHIN THE FIVE CATEGORIES OF PROJECT ACTIVITY: PROGRAM DEVELOPMENT, STAFF DEVELOPMENT, CURRICULUM DEVELOPMENT, PROGRAM DELIVERY, AND STUDENT OUTCOMES. FOR EACH CATEGORY, A GENERAL STATEMENT OF THE OBJECTIVE IS PRESENTED, THE PROCEDURE FOR MEASURING THE OBJECTIVE IS DESCRIBED, THE EVALUATION DECISION RELATED TO THE OBJECTIVE IS GIVEN, AND THE EVALUATION FINDINGS ARE PRESENTED. THE PROJECT WAS FOUND TO HAVE BEEN GENERALLY SUCCESSFUL WITH 40 PERCENT OF THE OBJECTIVES BEING MET COMPLETELY AND 40 PERCENT MET PARTIALLY. PROJECT STAFF PERFORMANCE EXCEEDED THE CRITERION SET FOR THE CURRICULUM DEVELOPMENT COMPONENT. STAFF DEVELOPED APPROXIMATELY 14 TIMES MORE EXEMPLARY UNITS THAN WERE SPECIFIED IN THE OBJECTIVES. FORTY-FIVE PERCENT OF THE STUDENT OUTCOME OBJECTIVES WERE NOT MET. THESE RELATED TO STUDENTS DEVELOPING MORE POSITIVE ATTITUDES TOWARD SCHOOL, WORK, THEMSELVES, AND OTHERS. A SUBSTANTIAL AMOUNT OF SUCCESS WAS ATTAINED FOR THOSE OBJECTIVES DIRECTED TOWARD GAINS IN KNOWLEDGE OF CAREERS, OCCUPATIONS, AND THE WORLD OF WORK. IT WAS CONCLUDED THAT THE MODEL FOR THIS PROGRAM REPRESENTS A WORKABLE MODEL FOR BRINGING ABOUT CURRICULUM CHANGE. (NJ)

CONTRACT NUMBER: OEG-0-73-2966

INSTITUTION NAME: SAINT LOUIS PUBLIC SCHOOLS, MO.

SPONSORING AGENCY NAME: BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW), WASHINGTON, D.C.

102984

FINAL REPORT

Project No. V361039L
Grant No. OEG-0-73-2966

CAREER EDUCATION PROJECT

Conducted Under
Part C of Public Law 90-576

Marie B. Burrow, Project Director
St. Louis Public Schools
1517 South Theresa Avenue
St. Louis, Missouri 63104

January, 1975

VT 102 984

Retyped at The Center for Vocational Education, The Ohio State University due to illegibility of original cover page.

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1. Cover Page

FINAL REPORT

Project No. V361039L
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Career Education Project

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Part C of Public Law 90-576

Marie B. Burrow, Project Director
St. Louis Public Schools
1517 South Theresa Avenue
St. Louis, Missouri 63104

January, 1975

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2. Title Page

FINAL REPORT

Project No.: V361039L
Grant No.: OEG-0-73-2966

Career Education Project

Conducted Under
Part C of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Bureau of Adult, Vocational, and Technical Education, Office of Education, U.S. Department of Health, Education, and Welfare. Grantees undertaking such projects under Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Marie B. Burrow, Project Director
St. Louis Public Schools
1517 South Theresa Avenue
St. Louis, Missouri 63104

January, 1975

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5. Summary of the Report

(a) Time period covered: This report covers the period from June, 1973 through December, 1974.

(b) Goals and objectives. The general goal for the project was to design and pilot-test career education/self awareness learnings, which could be infused into the curriculum subjects covered regularly in the elementary school. Toward this end, objectives were set for five categories of project activity.

Program Development. Objectives called for the development of career education units and topics, developed cooperatively by project curriculum writers, teacher-representatives, and other teachers, with inputs from the community.

Staff Development. Objectives called for a strong in-service training program for teachers.

Curriculum Development/Selection. Objectives called for the preparation by project staff of a Curriculum Resource Guide, for adoption throughout the school district.

Program Delivery. Specified the field-testing of project-developed career education curricula in three pilot schools.

Student Outcomes. Objectives specified that students in the three pilot schools would demonstrate gains on selected measures of affective and cognitive areas in career education.

(c) Procedures. Four professional staff were obtained for the project; three teacher-representatives (primary, intermediate, and upper elementary levels) were nominated at each pilot school, to facilitate the program. Ideas for curricula were developed mutually between project curriculum writers and teachers; career education/guidance curricula were modified, as necessary; a written curriculum guide was prepared; transportation of curricula of proven success was begun.

(d) Results; Accomplishments. The project was established in the district and implemented substantially along the lines intended. An Advisory Council was organized to assure relatedness and to secure community input and resources.

In-service teacher training, featuring a strong emphasis upon the guidance needs of target students, was carried forward. Teachers and project staff jointly developed curricula, with project staff taking responsibility for the actual write-ups. More than 160 separate curriculum pieces were developed around student outcome objectives, suitable for inclusion in math, science, social studies, and language arts.

Following the pilot-test phase of the program, activities designed to transport the career education/guidance curriculum into all elementary schools throughout the system were carried forward.

(e) Evaluation. The 19 major objectives set for the project were measured by an independent, third-party evaluator. The project was found to have been generally successful. Approximately 40 percent of the objectives were met completely, and approximately 40 percent were met partially. Both project staff and the evaluator were satisfied, that--for practical purposes--substantial progress was made. The objectives that the project failed to achieve centered mainly in the area of student change in attitude. It is recognized that attitudinal change is difficult to "make happen." The evaluator did note, however, that: while measured positive attitude did not increase significantly, negative attitudes held by students appeared to decrease.

(f) Conclusions and Recommendations. It was concluded that the model for the project, i.e., special project staff preparing curricula with teachers, providing teacher training, and teacher pilot-testing of those curricula, represents a workable model for bringing about curriculum change. It was concluded, also, that infusion of career education within subjects taught during the school day is a productive means for establishing career education in the schools.

Recommendations. It is recommended that more attention be given to (1) community involvement in career education, (2) the guidance function in elementary career education programs, and (3) teacher training sufficient to enable instructors to deliver career education curricula independently. It is recommended further that a major effort be made to transport the career education curricula developed through the project into the general curricula of the schools, system-wide.

6. Body of the Report.

(a) Problem Area. It was determined that there was a cogent need in the St. Louis Public Schools to enhance the ordinary school curriculum. Needed was a comprehensive program, infused within the subjects regularly taught in the elementary schools, that would provide all students with information and counseling in the world of work and careers. It was recognized that the making of ultimate wise career choices by today's students will be the result of a complex process, resulting from repeated exposures to educational experiences at succeeding stages of the school career.

Ultimately, students in the St. Louis Public Schools would benefit from the implementation of this type of curriculum, in that a wholesome attitude toward work would be developed in combination with student development of an honest, realistic self-analytic assessment which would move beyond merely matching a person's apparent interests and abilities with the requirements of specific jobs.

There was a need, in short, which would fulfill the career information, experience, and guidance needs of the children in the St. Louis Public Schools not met through the existing curriculum.

The needs assessment was conducted by two independent, mutually-cooperating groups: The Career Education Committee and the Superintendent's Task Force. The former was appointed by the superintendent to review specifically the meaning and purpose of career education, while the mandate for the latter was to study the needs of the school system. The two groups worked throughout the spring, 1972, and their findings led to the development of the Career Education Project and the submittal of the project proposal.

(b) Goals and Objectives for the Project. The major goal for the project was to develop career education curricula, featuring a strong emphasis on guidance, for infusion into the regular elementary school program studies in the St. Louis Public Schools. Through testing the curricula in classroom settings while these curricula were still in the developmental stage, the expected result was practical, useable curricula which could be transported into all elementary schools throughout the district.

The objectives for each component identified for the project are summarized briefly below.

Program Development Component: A representative Advisory Council will be established for the project, to assist in project planning, development, and operation. Community resources will be supplied to the project. Elementary school career curricula, featuring an emphasis on strengthening student self concept, will be developed for incorporation into the school subjects regularly taught in Kindergarten through Grade 8.

Staff Development Component: The project director will define the roles of project staff, establish performance citeria, and review the performance of those working in the project. A strong program of in-service teacher training for career guidance and career education curriculum development will be provided through the project.

Curriculum Development Component: Project staff will prepare a written Curriculum Resource Guide for an elementary school career education program, for adoption throughout the school district.

Program Delivery Component: The elementary career education curricula developed through the project will be taught, on a trial test basis, in the three pilot schools.

Student Outcome Component: Learners in Kindergarten through Grade 8 in the three pilot demonstration schools will display measurable growth in career awareness, career knowledge, and attitudes toward self, others, school, work, and achievement, appropriate for their grade levels.

The statement of objectives given above represents a brief summary of the project objectives. When stated in full, the objectives are given in measurable terms. The complete set of program component objectives, prepared in specific, behavioral form, is contained in Appendix 1.

(c) Description of the General Project Design and the Procedures.

Project Design. The project staff consisted of a project director, a secretary, and three curriculum writers. Responsibility for curriculum production, trial testing, and modification rested with the latter, with one writer assigned to each of the following levels: Primary grades, intermediate grades, and upper elementary grades. Major responsibility for the student self awareness/guidance aspect of elementary career education was assumed by the project director.

The project design called for staff to work closely with the faculties in three pilot schools to produce relevant curricula in which career education and student self awareness instruction could be infused into traditional curriculum areas, such as social studies, mathematics, language arts, and science. The unique curricula were to be tested within real school settings to assure the relevance, educational value, and practical utility of the final product: a career/self awareness elementary curriculum which could be diffused to all elementary schools in the District.

Built into the project design were inputs from several sources, aside from external funding. These inputs included:

- An Advisory Council--composed of educators, parents of children in the program, upper grade students, and community representatives, to provide advice, assistance, and to assure the relevancy of the project.

- School System Personnel--inputs from district administrators, such as Director of Federal Programs, Director of Curriculum, and similar staff, for advisory help, program monitoring, and assistance with transporting the program district-wide.

Procedures. For the program development component, the procedures were to organize an Advisory Council for the project. This was accomplished through determining the categories of professional and laypersons needed and issuing invitations for them to join the Council. Community resources were secured through direct contact with representatives of metropolitan area business and industry by the project director.

Elementary school curricula were developed as follows:

(1) Administrators and faculty at the three pilot schools nominated nine teacher representatives as school liaisons with project staff. Three teacher representatives from each of the three levels, primary, intermediate and upper elementary, were nominated from each of the three schools.

(2) Project staff provided teacher in-service training programs in career education and student self concept development throughout the term of the project.

(3) The project curriculum writers and teacher representatives developed cooperatively ideas for entry points into the school curriculum for career education and student self concept instruction.

(4) The project curriculum writers and the project director prepared initial drafts of career education and guidance curricula, organized around (a) behavioral domains, (b) major concepts, and (c) target behavioral objectives.

For the staff development component, the project director and staff reviewed the original project proposal, and they analyzed the tasks/missions to be performed. The project director assigned the curriculum writers to grade levels, and the entire staff defined mutually the roles of project staff. Furthermore, the project staff designed the in-service teacher training to be given to teachers and administrators in the three pilot schools. A regular schedule of teacher training events was developed, scheduled, and followed.

For the curriculum development component, the project staff, working through the teacher representatives, prepared curricula which could be infused into the school program. Classroom teachers taught the curricula on a pilot-test basis and provided feed-back to the teacher representatives and the curricula writers regarding the curricula's educational value and utility. The curricula were modified, based upon the feed-back from teachers.

Curricula which were used successfully in the pilot schools were prepared according to a format, which had been specified in advance. These were then placed within the Curriculum Resource Guide, for use throughout the district. The Curriculum Guide was reviewed and approved by the Curriculum Division of the St. Louis Public Schools.

For the program delivery component, classroom teachers trial taught the career education and student self knowledge curricula developed through the project. Although not all teachers all curricula, all prospective curricula were trial tested in a classroom situation before inclusion in the Curriculum Guide.

For the student outcome component, the procedure was essentially to teach program-developed curricula to the students at all grades in the three schools: Long, Farragut, and Mullanphy Elementary Schools. It was expected that exposure to the curricula would result in the measurable student growth specified in the several objectives set for this component.

- Student Population--All students in Kindergarten through grade 8 at Long, Farragut, and Mullanphy Elementary Schools comprised the student population for the curriculum development phase of the project. Following the production of the Curriculum Resource Guide, the transportation phase was entered. Selected for pre-and-post testing in this phase were 665 primary grade students and 1225 students in grades 4 - 8, selected at random from 35 elementary schools. This group of 1890 students were tested, pre and post, as one measure of program effects for schools beyond the pilot schools.

- Instructional Staff--During the curriculum development phase of the project the instructional staff were all elementary teachers in the three pilot schools. During the transportation phase, the instructional staff involved with the project included elementary teachers in four of the five sub-districts in the St. Louis Public School System.

- Methods, Materials, Instruments, Techniques--The methods used in the project included a great deal of direct contact with classroom teachers in order to gain teacher input into the development of appropriate curricula. Teacher in-service training was a major method for extending teacher skills and drawing upon teacher expertise for curriculum modification. The materials consisted of instructional materials available to support the general curriculum in the schools, as well as commercially-published materials for career education. The special curricula developed through this project were designed for infusion into the school curriculum, making use of materials available.

  Instrumentation consisted of devising a format in which to cast the curricula developed through this project so as to be compatable with district curriculum guides in other school areas. All project developed curricula followed this standard format. Instructional techniques utilized were those specified in the written curricula. These emphasized large group, small group, and individualized instruction.

(d) Results and Accomplishments of the Project. Listed below are the results and accomplishments of the project:

Program Development. A Community Advisory Council was established for the project. Including the Director there were 36 members. The council met regularly throughout the term of the project, and afterward. Although not all committees submitted reports, the Council members kept informed about the progress of the project, and they submitted individual requests for a time extension for the project when the period of funding expired.

Moreover, industrial and professional organizations in the community supplied instructional material, for use in the project.

Staff Development. The project was organized according to its planned design, with the roles of the four professional staff designed clearly. All project staff performed the activities required by their roles. Staff provided an almost-continuous program of teacher education while developing curriculum for use in the schools.

Curriculum Development. The Curriculum Resource Guide was prepared on schedule. It contained 163 exemplary lessons, suitable for infusion into the school program at all grade levels. Later, an additional 6 lessons were prepared, based upon the social studies curriculum guide.

The Guide was reviewed by the independent evaluator, and by the curriculum department of St. Louis Public Schools.

Program Delivery. A majority of the teachers at all three pilot schools trial-tested the career education curriculum lesson and units developed through the program. This varied between grades and among schools. Also, there was a variation in program delivery activity during different times of the year.

Some teachers taught as few as two of the lessons while others taught as many as 17 or 20. There was a minority of approximately 20 percent of the teachers who taught none of the career education units developed in the project.

Student Outcomes. Learners in the primary grades made gains in career awareness, which the evaluator found to be statistically significant. At the middle and upper grades, the results were more variable, but gains were registered in many important aspects of career education. With respect to gains in attitude toward one's self, others, school and work, there were either no measurably significant gains or slight gains, which were not statistically or practically significant. In the area of student attitude, the major contribution of the instructional program appeared to be reduction of negative feelings rather than fostering positive feelings.

Many teachers were able to work field trips to observe occupational role models into the instructional program. This was done by primary teachers to a greater extent than middle and upper grade teachers. In addition, most of the teachers in the three pilot schools had classroom visitors come to the room to discuss their occupations.

Taken all in all, the project managed to (1) attune teachers to career education, (2) secure some community input into the program, (3) involve classroom teachers in curriculum construction, (4) emphasize refinement of curriculum through classroom trial testing, and (5) provide for the district a curriculum guide for career education, suitable for adoption in elementary classrooms system-wide.

CAREER EDUCATION PROJECT

ST. LOUIS PUBLIC SCHOOLS

ST. LOUIS, MISSOURI

THIRD-PARTY EVALUATION

EVALUATIVE RESEARCH ASSOCIATES, INCORPORATED

8444 FLORISSANT ROAD
ST. LOUIS, MISSOURI 63121
(314) 521-0628

(e). Evaluation of the Project.

MEASUREMENT AND ANALYSIS OF COMPONENT OBJECTIVES

Third Party Evaluation

This portion of the Final Report was prepared by the independent, third-party evaluator. An on-going review and final, summative evaluation of the extent to which program objectives were met, conducted by an independent, researcher is a requirement for programs funded through Part C of the Vocational Education Act.

Evaluation Activities

The major activities delineated for the program evaluator included:

- Providing evaluation-based feed-back information to project staff for purposes of monitoring the program, to achieve intended project outcomes.
- Documenting the completion of significant products, presentation of significant programs, or other "milestones" specified in the project plan.
- Validating the attainment of specific objectives through scientific procedures and comparing of each program objective with the performance criterion set for that objective.

The initial evaluation activity was clarifying and refining the program objectives contained in the project proposal. Most of the original objectives were conceptual in nature and did not lend themselves readily to objective measurement. The final set of objectives generated for the Project reflected project staff intentions. Input from the evaluator was directed toward defining the program goals with sufficient precision to allow for measurement and assessment.

The next major activity performed by the evaluator was designing all instrumentation required for measurement of objectives. These included documentary record-keeping forms, surveys, and a set of instruments to measure student growth in the two main program thrusts:

- Career Awareness and Knowledge and
- Student Self-Concept and Attitude.

Picture tests were developed for the primary grades and for non-readers. A set of ten sub-tests were developed for upper-grade students. Also designed for the evaluation was a machine-scorable answer sheet. A related responsibility of the evaluator was arranging for the pre- and post-testing of students in the three pilot schools.

Format for the Report

In the process of developing objectives for the project, program staff stated the aims of the project in general terms. The evaluator supplied (a) an operational definition of the objective, (b) a statement of the measurement procedure, and (c) a statement of the performance criterion for each objective to be considered to have been met.

In the following section, (a) the general statement of the objective will be presented; (b) the procedure for measuring the objective will be described next; (c) third, the evaluation decision regarding that objective will be given; and (d) last, the actual evaluation findings, which led to the decision, will be presented.

In the process of re-framing the program objectives, a task analysis was performed wherein the objectives were grouped within five major activity components.

The report below will contain an evaluation of each objective, grouped within the components.

The five components identified for the program:

- Program Development
- Staff Development
- Curriculum Development
- Program Delivery
- Student Outcomes

SECTION 1: PROGRAM DEVELOPMENT

1.1

Statement of the Objective

An Advisory Council, with a membership representative of significant population groups in the community, will be established for the project; the group will engage in activities supportive of the project's goals.

Measurement Procedure

The Project Director maintained documentary records on the formation and composition of the Advisory Council. Moreover, a record of Council activities was maintained in the form of minutes prepared following each meeting. This documentation was reviewed and verified by the evaluator.

Evaluation Decision

Status of Objective: Criterion

Met	Approached				Not Met
5		3	2	1	0

Findings

Two elements were contained in the objective: "Representativeness" and "activities supportive of the project's goals."

Representatives

For the objective to be met, the Advisory Council had to contain representatives from each of the following population groups:

- Community industry, business, and/or professions
- Parents of students served by the program
- Upper-grade students
- District-level administrators, and
- Building-level administrators and teachers.

Given in Table 1.1 is a list of Community Advisory Members and their organizational affiliation. From the Table, it may be seen that there were 35 Council members and the Project Director. The membership of the group was representative of

- School district personnel
- Parents
- Teachers
- Students
- Business and industry
- Civic organizations.

Moreover, most of the members representing district-level administration were also members of the Superintendent's Study Committee on Career Education. The first criterion measure for Objective 1.1 was exceeded.

Council Activities

The second element (supportive activities) was operationalized to state that the Council would engage in at least the following activities:

- Monitoring the operation of the project
- Assist project staff to generate ideas for simulation experiences
- Develop a list of locations for observing workers out in the community and
- Develop a plan for continuation of successful project activities, following the termination of Federal funding.

The minutes of the Advisory Council meetings indicate that the group met nine times between October, 1973 and September, 1974. It would be most unusual for a group of 36 persons to attend each meeting. Therefore, it was not surprising to note that most meetings were attended by between 12 and 16 persons.

Four committees were established:

- Field Trips
- Instructional Materials Review
- Public Relations and
- Parent Liaison

The chairmanship of several committees and of the Council as a whole changed hands due to membership turnover. Recorded in the minutes were reports from two of the four committes, but the documentation maintained by the project lacked final written reports of committee work.

In Fall, 1974 an extension of the term for the project was requested of the funding agency. Members of the Community Advisory Council wrote letters attesting to the value of the project and supporting the extension request. This was granted.

The meeting minutes indicate that the major activity performed by the Council was receiving and reacting to reports on the project. Since this reactive role was inconsistent with the spirit and letter of the second half of the objective, it was determined that the performance criterion had not been met completely.

1.2

Statement of the Objective

Resources from the community will be supplied to the project, in furtherance of its goals.

Measurement Procedure

The Project Director maintained a list of curriculum materials or media aids supplied by community trades, industries, or professional groups. The evaluator reviewed the list periodically during the term of the project and verified that the materials had been received and were located in the project office or were on-loan to one of the schools.

Evaluation Decision

Status of Objective: Criterion

Met	Approached				Not Met
	4	3	2	1	0

Findings

The criterion set for this objective was that at least five trades, industries or professions would contribute instructional materials/

TABLE 1.1:
MEMBERS, COMMUNITY ADVISORY COUNCIL

NAME	POSITION	ORGANIZATION
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J. GILLILAN	CONSULTANT, INDUSTRIAL ARTS	O'FALLON TECHNICAL CENTER
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J. SMITH	PARENT	MULLANPHY SCHOOL
A. TROTT	TEACHER	MULLANPHY SCHOOL
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J. IRONS	PRINCIPAL	FARRAGUT SCHOOL
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R. THURSTEN	STUDENT	LONG SCHOOL
R. BANNEKER	EMPLOYMENT SUPERVISOR	BELL TELEPHONE COMPANY
B. STEVENS	EDUCATIONAL COORDINATOR	BELL TELEPHONE COMPANY
J. CHRISTENSEN	REPRESENTATIVE	REGIONAL INDUSTRIAL DEVELOPMENT CO
G. MOELLER	ASSISTANT SUPERINTENDENT	ST. LOUIS PUBLIC SCHOOLS
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M. GRABEN	DISTRICT ASSISTANT	ST. LOUIS PUBLIC SCHOOLS
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J. ADAMS	HUMAN RESOURCES	AFL–CIO
W. GIFFORD	EMPLOYEE AND YOUTH DEPARTMENT	RALSTON–PURINA COMPANY
C. VANS	VETERINARIAN	RALSTON–PURINA COMPANY
M. SWEENEY	PERSONNEL DIRECTOR	EMERSON ELECTRIC
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media to the project, for use in an elementary career education curriculum. During the term of the project, more than 25 such groups contributed instructional media.

Shown below in Table 1.2 is a partial listing of donors to the project and the type of instructional materials provided.

TABLE 1.2:
COMMUNITY RESOURCES SUPPLIED TO THE CEP PROGRAM*

SUPPLIER	CURRICULUM MATERIALS	MEDIA AIDS
SCHOLASTIC BOOKS	BOOKS; GAMES	FILMSTRIPS
SOUTHWESTERN BELL TELEPHONE COMPANY	BOOKS	
CHILDREN'S PRESS	COMIC BOOKS	FILMSTRIPS
ST. LOUIS CHAMBER OF COMMERCE	BOOKS: OCCUPATIONS IN THE CITY	
COUNSELOR FILMS, INC.	WORK BOOKS; CHILD'S DICTIONARY OF OCCUPATIONS	
ST. LOUIS MEDICAL SOCIETY	HEALTH CAREERS	CAREER FLASH CARDS
RALSTON–PURINA COMPANY	BOOKS	
SCIENCE RESEARCH ASSOCIATION	BOOKS	SLIDES
FINNEY COMPANY		SLIDES
SOCIAL SECURITY ADMINISTRATION	LEARNING PACKETS	
U.S. POSTAL SERVICE	LEARNING PACKETS	
CURRICULUM INNOVATIONS, INC.	MAGAZINE: CAREER WORLD	
PROUD PUBLISHING COMPANY	MAGAZINE: PROUD	

* Partial Listing

1.3

Statement of the Objective

Elementary career units or topics will be infused into the subject regularly taught in the three elementary schools serving as field test sites for this program.

Measurement Procedure

There are two elements to this objective:

- Specified units and topics must be produced and
- Classroom teachers in the three schools must infuse them within the school program.

Two instruments were designed specially to gather data for this objective:

- The Curriculum Production Log was designed to record the development of elementary career education and guidance units designed for infusion into school subjects.
- The Career Curriculum Trial Test and Adoption Record was designed for teachers to record the units they had tried in the classroom, the educational value they placed upon the units, and whether or not they had adopted the units into their teaching practice.

Separate forms were designed for Primary, Intermediate, and Upper elementary teachers.

Evaluation Decision

Status of Objective: Criterion

Met	Approached	Not Met
☐	4 3 2 1	0

Findings

Three criteria were set for this objective:

- One unit, topic, or lesson were to be produced for each school level (primary, intermediate, and upper elementary) in each major subject (arithmetic, language arts, social studies, and science) to the criterion that at least 12 exemplary units were developed.
- At least 50% of classroom teachers in these three schools were to field test the units or topics in their regular instructional program.
- Of those teachers who field test the units developed through the Career Education Program, at least 50% were to state their intention to adopt the unit into their regular teaching program.

CEP EVALUATION

Curriculum Production

Throughout the term of the project, staff recorded on the Curriculum Production Log the Career Education units as they were developed. Among the information recorded on the Log was the unit title, the school for which it was intended, and the completion date of the unit. Moreover, staff supplied information as to major responsibility for preparation of the unit (project curriculum writers or others).

Shown in Figure 1.1 is a graphic display of the rate at which elementary career education units and lessons were produced. The regularity of this production may be observed from the Figure.

By September, 1973 three primary units had been developed. By December, there were 21; and by May, 1974 there were 53 primary units available.

At the intermediate level, one unit had been developed by September, 1973. By December, there were 16; and by May, 1974 there was a total of 59 intermediate units.

The picture is similar for the upper elementary units. One was developed by September, 1973. By December, 21 were available; and by May, 1974 there were 57 upper elementary units. Overall, 169 elementary career units, or topics, had been produced. The criterion set for the production of career education units had been exceeded by a great margin.

Production Responsibility

It would be interesting to note the division of labor between project staff and others, such as classroom teachers, in the production of career education units. This information is displayed in Figure 1.2.

It may be seen from Figure 1.2 that the Project curriculum writers, themselves, produced 56% of the units or topics. Moreover, they did the major work on an additional 27% of the curricula. Thus, slightly more than 80% of all the curriculum units produced through the project were achieved, either entirely or for the most part, by the project curriculum writers.

Curriculum Field Test

Pilot testing the career education units under actual classroom conditions was built into the design of the project. Each teacher in the three pilot schools completed the form, Career Curriculum Trial Test and Adoption Record. On this form they supplied the following information:

- Specific units trial-tested in the classroom.
- Number of students receiving instruction.
- A rating of the educational value of the unit.
- A rating of the extent to which the unit was practical.
- The predominant student reaction.
- Whether the teacher intended to
  - (a) adopt the unit as is,
  - (b) adopt with modification, or
  - (c) not adopt the unit.

A summary of the data from all three schools is presented in Table 1.3. From the Table, the following may be noted:

- 97% of the units were pilot-tested.
- A majority of the teachers trial-tested units designed for their grade levels.
- The educational value of the units was endorsed generally by the classroom teachers.
- The majority of the ratings from teachers indicated that they believed the units to be practical.
- The ratings of student reaction to the units supplied by teachers indicated that students responded positively to the curricula.
- In more than 90% of the cases, those teachers who field-tested career education curricula indicated their intention to adopt it as is, or to adopt it with modification.
- Where career education curricula had been trial-tested by classroom teachers, no fewer than 50% of the teachers indicated their intention to adopt those curricula as is, or with modifications.

Based upon the data presented in this section, the objective calling for curriculum to be developed, trial-tested, and adopted was met. The criteria specified in advance for the successful attainment of this objective were exceeded by a healthy margin.

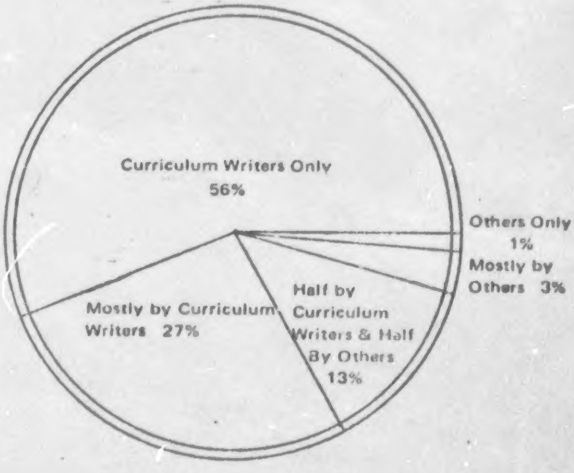

FIGURE 1.2:
PERCENT OF UNITS/TOPICS WRITTEN BY EITHER THE CURRICULUM WRITERS ONLY OR SHARED WORK DONE BY CURRICULUM WRITERS AND OTHERS

FIGURE 1.1:
PRODUCTION RATE OF CAREER UNITS/TOPICS

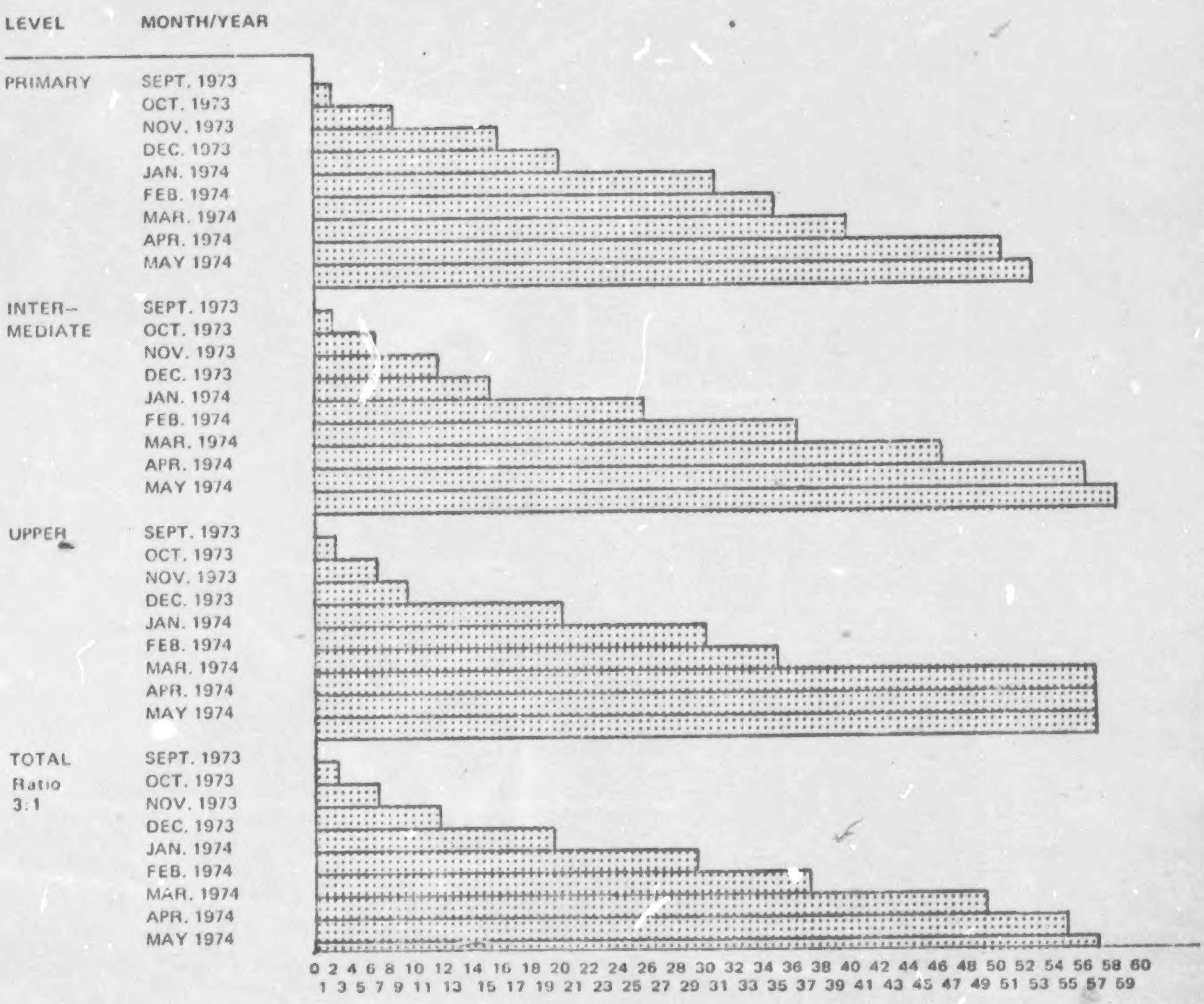

TABLE 1.3:

CLASSROOM TRIAL TEST AND ADOPTION OF PROJECT-DEVELOPED UNITS IN CAREER EDUCATION AND SELF-AWARENESS

GRADE LEVEL	UNIT	NUMBER Teachers	NUMBER Students	PERCENT OF TEACHERS ADOPTING UNIT
Kindergarten	What Can I Do?	5	212	100%
Kindergarten	Mirror, Mirror on the Wall, Who's the Fairest of Them All?	4	187	100%
Kindergarten	Nobody Is Just Like Me	6	242	100%
Kindergarten	Workers Who Keep Us Safe (The Fireman)	7	273	100%
Kindergarten	Workers Who Keep Us Safe (The Traffic Director)	6	273	100%
Kindergarten	Workers Who Keep Us Safe (The Crossing Guard)	5	212	100%
Kindergarten	Workers In Our Neighborhood (Service Station Attendant)	6	248	100%
Kindergarten	Work Watchers	0	0	....
Kindergarten	Workers Within Our School	6	237	100%
Kindergarten	Workers Who Sell Us Food	2	60	100%
Kindergarten	The Librarian	2	89	100%
Kindergarten	Workers Who Help Us Travel (The Bus Driver)	4	81	100%
Kindergarten	The Gardener	3	141	100%
Kindergarten	Job Jingles (Nursery Rhymes)	4	135	100%
Kindergarten	Workers In Our Neighborhood (Construction Workers)	5	201	100%
Primary I	What Can I Do?	9	253	100%
Primary I	All About Me	8	243	100%
Primary I	Musical Feelings	3	74	100%
Primary I	Parents As Workers	11	313	100%
Primary I	Workers Who Come To My House	10	287	100%
Primary I	Music Makes The World Go Around	4	113	100%
Primary I	Our Career Alphabet	10	286	100%
Primary I	Careers-In-Sight	7	202	100%
Primary I	Workers Who Provide Goods or Services	7	198	100%
Primary I	Workers Who Provide Services	4	126	100%
Primary I	Workers Who Provide Service (Restaurant Workers)	8	241	100%
Primary I	Workers in a Toy Factory (Making Stuffed Animals)	4	111	100%
Primary I	Career Bean Bag Toss (A Game)	6	172	100%
Primary I	Our Public Servants (Postal Workers)	7	195	100%

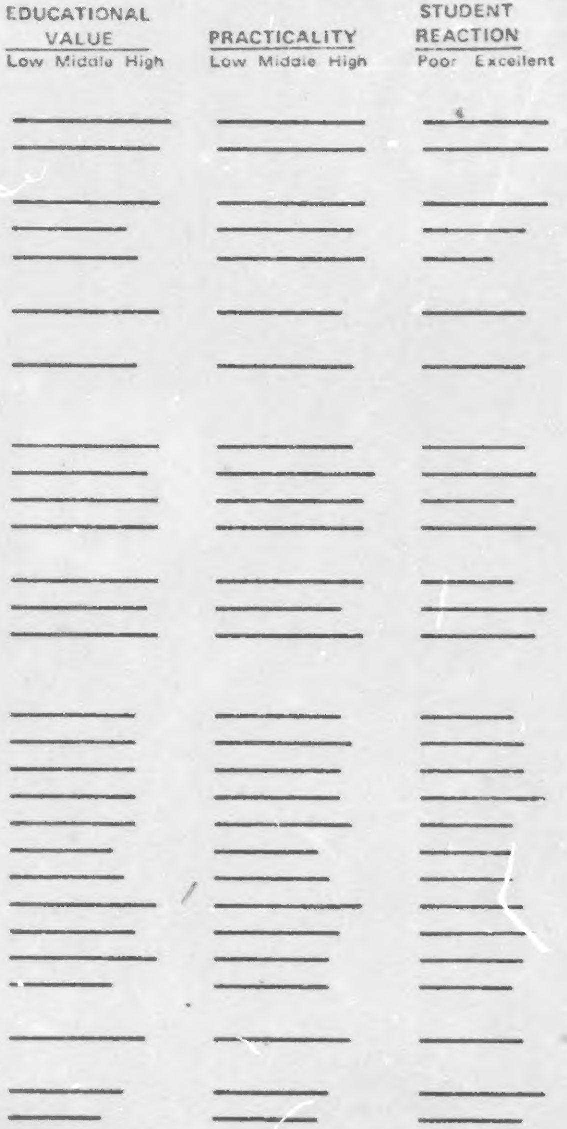

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TABLE 1.3 (continued)

GRADE LEVEL	UNIT	NUMBER Teachers	NUMBER Students	EDUCATIONAL VALUE Low Middle High	PRACTICALITY Low Middle High	STUDENT REACTION Poor Excellent	PERCENT OF TEACHERS ADOPTING UNIT
Primary II	What Can I Do?	5	141				100%
Primary II	All About Me	6	173				100%
Primary II	Workers Who Keep Us Safe	7	211				100%
Primary II	Workers In Our Neighborhood	3	78				100%
Primary II	Workers In Our Neighborhood	5	141				100%
Primary II	Workers Who Help Us Look Our Best	5	147				100%
Primary II	Workers in the Community	7	207				100%
Primary II	Workers in the Community	3	92				100%
Primary II	Workers in the Post Office	5	142				100%
Primary III	What Can I Do?	1	27				100%
Primary III	All About Me	5	152				100%
Primary III	Workers In Our Neighborhood	3	82				100%
Primary III	Workers in our Community	4	116				100%
Primary III	Workers and their Tools	2	61				100%
Primary III	Discovering our St. Louis	2	61				100%
Primary III	Workers in Television	1	34				100%
Primary III	Workers in our Readers	5	150				100%
Primary III	Workers Who Help Us Travel (The Airlines)	1	31				100%
Primary III	Workers Who Measure Things	2	61				100%
Primary III	Workers In Our Neighborhhod (A Career Matching Game)	4	118				100%
Primary III	Workers From Planting to Market	1	26				100%
Primary III	Who Makes Our Bread?	6	178				100%
Primary III	Mayor For A Day (A Decision Making Activity)	3	80				100%
Primary III	Junior Secretaries At Work	1	34				100%
Primary III	Junior Marinars At Work	0	0				....
Primary III	Junior Salesmen At Work	2	61				100%
Primary III	Junior Meterologists At Work	3	88				100%
Grades 4, 5, and 6							
Language Arts	Let's Get It On	5	155				100%
Language Arts	The Good Box	5	155				100%
Language Arts	Make A Job Sentence	6	191				100%
Language Arts	Four Types of Sentences	8	258				100%
Language Arts	Creative Writing Motivators	2	62				100%
Language Arts	Vowel Sounds and Job Names	3	93				100%
Language Arts	Compound Words	7	216				100%
Language Arts	Work Related Compound Words	4	123				100%
Language Arts	Job Match Ups (Synonyms)	8	251				100%

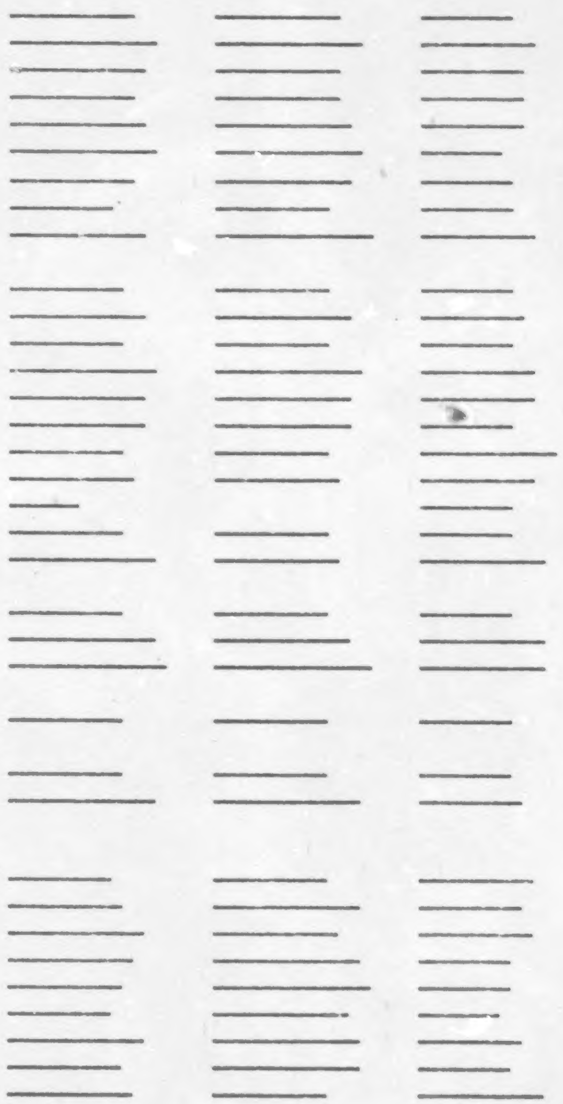

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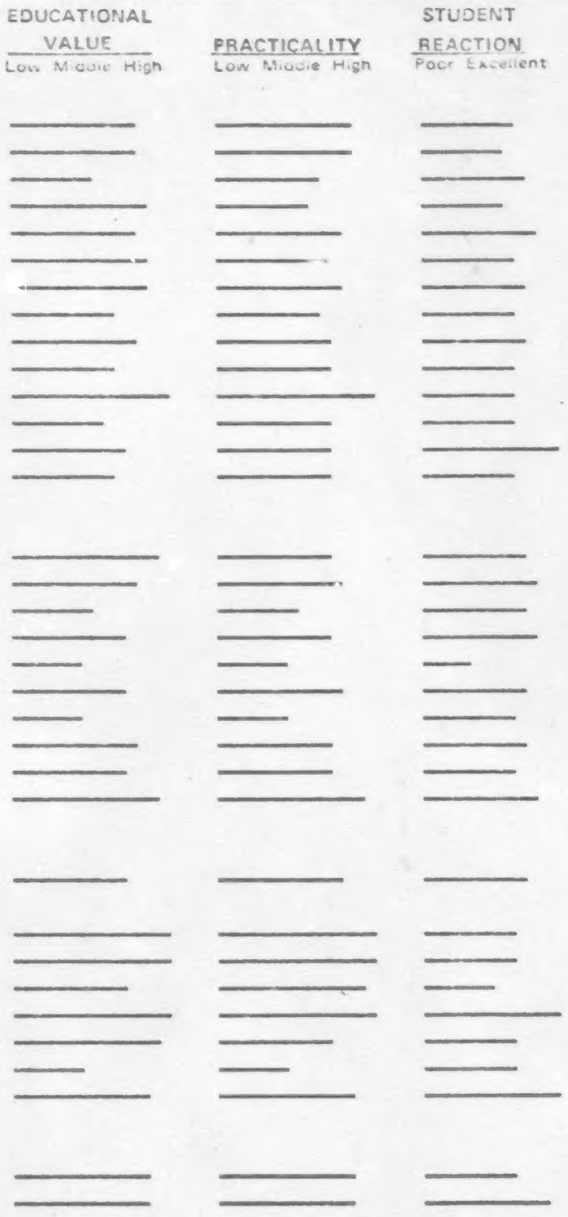
TABLE 1.3 (continued)



GRADE LEVEL	UNIT	NUMBER Teachers	NUMBER Students	PERCENT OF TEACHERS ADOPTING UNIT
Grades 4, 5, and 6				
Language Arts	Alphabetical Order in the World of Work	6	187	100%
Language Arts	Dividing Word Related Words into Syllables	6	187	100%
Language Arts	Tongue Twisters	3	93	100%
Language Arts	Career Clusters I	5	159	100%
Mathematics	How to Hold a Job	3	93	100%
Mathematics	Graphing Salaries	5	153	100%
Mathematics	How Workers Can Be Paid	5	157	100%
Mathematics	Careers In The Motor Vehicle Industry	4	127	100%
Social Studies	Who's The Boss?	4	125	100%
Social Studies	Activities for Improving Self-Awareness	8	254	100%
Social Studies	Solving Problems	2	62	100%
Social Studies	Career Clusters II	2	62	100%
Social Studies	Analogies--Social Studies, World of Work	2	62	100%
Social Studies	Places to Work in the City	4	127	100%
Grade 4				
Language Arts	Workers Need Correct Grammar Skills	4	126	100%
Language Arts	Self Portrait	6	186	100%
Language Arts	World of Work Word Activities	5	155	100%
Mathematics	Shapes and Things to Work With	3	91	100%
Social Studies	Types of Environments	2	66	100%
Social Studies	Archaelogists	4	126	100%
Social Studies	Mass Production	2	62	100%
Science	Tools of the Trade	6	186	100%
Health	Leisure Time	1	31	100%
Fine Arts	My Future Profile	4	122	100%
Grade 5				
Language Arts	World of Work Word Activities	4	126	100%
Mathematics	Spending to Satisfy Needs	0	0	--------
Mathematics	Tools and Things to Work With	1	31	100%
Social Studies	Jobs for Immigrants	1	33	100%
Social Studies	Manufacturers in St. Louis	3	96	100%
Social Studies	Careers of Noted Black Americans	1	31	100%
Science	We Care About Our Environment	4	124	100%
Health	Food for Fitness	1	34	100%
Fine Arts	Signs	2	65	100%
Grade 6				
Language Arts	World of Work Word Activities	2	65	100%
Mathematics	A Bank Savings Account	4	129	100%

TABLE 1.3 (continued)

GRADE LEVEL	UNIT	NUMBER Teachers	NUMBER Students	PERCENT OF TEACHERS ADOPTING UNIT
Grade 6				
Mathematics	Tools and Things to Work With	3	96	100%
Social Studies	Job Duties	2	62	100%
Social Studies	Service Jobs	2	62	100%
Social Studies	Problems of Inner-City Dwellers	3	95	100%
Social Studies	Who Would Work Here?	3	96	100%
Science	Jobs Involving Electricity	3	96	100%
Health	Workers Need Health Examinations	3	95	100%
Fine Arts	Workers in the Entertainment Business	3	96	100%
Grade 7				
Language Arts	What is Available in the World of Work?	4	127	100%
Language Arts	Communication Careers in the Telephone Company	3	97	100%
Language Arts	Interviewing Skills	2	62	100%
Language Arts	The Library--A Source of Information and Careers	1	30	100%
Language Arts	Clerical Careers	2	60	100%
Language Arts	Applying for a Job	4	122	100%
Language Arts	Tourism Creates Careers	0	0	-------
Mathematics	The Banking World	1	30	100%
Mathematics	People Work With Decimals	3	92	100%
Mathematics	Consumer and Homemaking Careers Are Important	1	30	100%
Mathematics	Driving For Pay	2	65	100%
Science	Ecology Is Everyone's Job	2	60	100%
Science	Public Health	0	0	-------
Science	Career Opportunities in the Health Field	2	60	100%
Science	A Return to the Sea	0	0	-------
Science	How Are You Going To Keep Them Down On The Farm?	1	35	100%
Social Studies	Helping To Uncover The Past	2	60	50%
Social Studies	The Me I Know	5	146	100%
Social Studies	Interests Can Lead To A Career	2	65	100%
Social Studies	Occupations In Colonial America	3	84	100%
Social Studies	Products Of Colonial America	4	114	75%
Social Studies	Where Should Certain Businesses Locate?	0	0	-------
Social Studies	A Career In The Armed Forces	4	125	75%
Social Studies	Black Politicians	2	60	100%
Social Studies	Goods Have To Be Distributed	1	30	100%

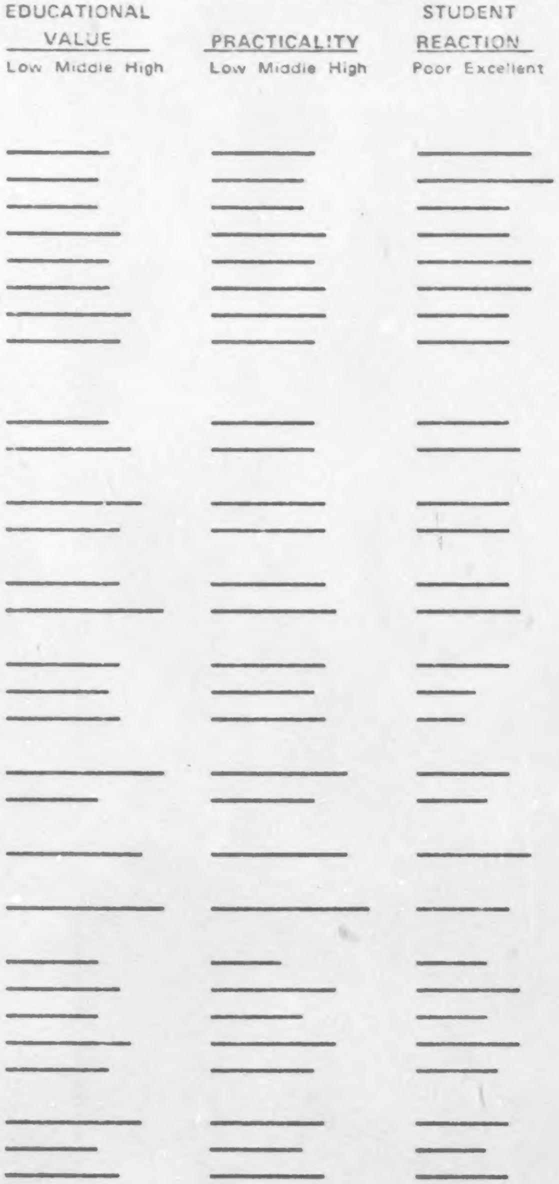


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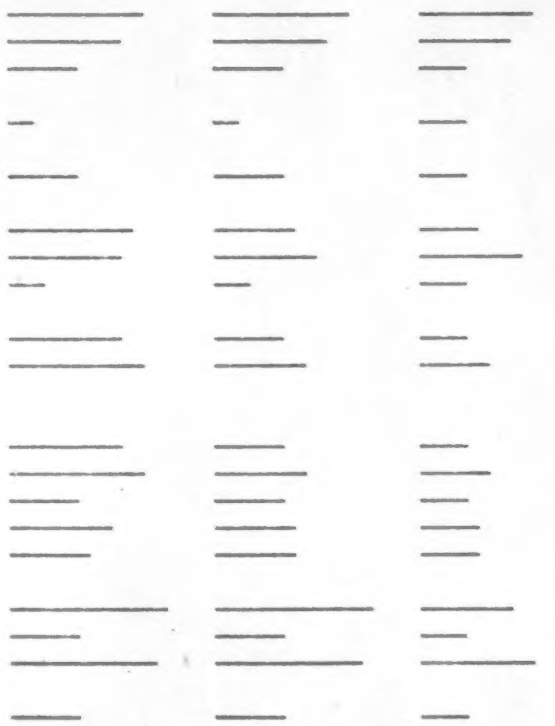
TABLE 1.3 (continued)

GRADE LEVEL	UNIT	NUMBER Teachers	NUMBER Students	EDUCATIONAL VALUE Low Middle High	PRACTICALITY Low Middle High	STUDENT REACTION Poor Excellent	PERCENT OF TEACHERS ADOPTING UNIT
Grade 8							
Language Arts	Careers In Journalism	2	62				100%
Language Arts	Television, Radio, and Theater Careers	3	92				100%
Language Arts	Advertising and Sales Careers	1	30				100%
Language Arts	Is A Career In The Fine Arts For You?	0	0				------
Mathematics	Computers and the Binary Base	2	72				0%
Mathematics	Insurance Careers	0	0				------
Mathematics	Buildings Are Made By Construction Workers	1	36				100%
Mathematics	The Stock Market	0	0				------
Mathematics	Taxes Are Also A Part Of Employment	3	102				66.6%
Mathematics	Geometry Makes The Scene	3	96				100%
Science	First Aid In Careers	1	30				0%
Science	Utilizing Our Natural Resources	0	0				------
Science	Conserving Our Natural Resources	1	36				100%
Science	Weather Related Careers	1	30				0%
Science	The Sky Above and the Job Below	0	0				------
Science	Martine Science Careers	0	0				------
Science	Helping People: For Fun and Profit	1	36				100%
Social Studies	Who Needs Who?	2	66				100%
Social Studies	Labor--Yesterday and Today	1	30				100%
Social Studies	Manufacturing and Mass Production	3	66				100%
Social Studies	Public Service Careers and the Civil Service System	3	66				100%
Social Studies	Growth Of Transportation	1	36				100%
Social Studies	Jazz Was the Beginning	2	66				0%
Social Studies	A Social Security Card Is Necessary Before Employment	4	102				100%
Social Studies	Working Women	1	30				0%



SECTION 2: STAFF DEVELOPMENT

2.1

Statement of the Objective

The Project Director will delineate the roles of all persons participating in the project.

Measurement Procedure

Documentary records maintained by the project were reviewed and verified to measure this objective.

Evaluation Decision

Status of Objective: Criterion

Met	Approached				Not Met
▨	4	3	2	1	0

Findings

To meet this objective, the Project Director must have prepared written position descriptions for all persons expected to play a role in the project. The first step was an anlysis of the work-tasks to be performed in the project. A schematic diagram indicating:

- Inputs into the program
- Transactions conducted within the program and
- Program outcomes

was prepared. A copy of this chart is given in Figure 2.1.

Next, a second chart was prepared to display the flow of communications among those having a part in the project. A copy of this chart is given in Figure 2.2.

Having analyzed the work-tasks and communications needed for the project, the Director prepared written position descriptions for:

- The Director
- The Curriculum Writers
- Administrators
- Evaluator
- Advisory Council (parent and student members)
- School representatives
- Classroom teachers
- Director of Federal Programs and
- Project Secretary

Upon the evaluator's review, he found the position descriptions and charts to represent accurately the differential responsibilities for persons connected with the project. Each position description contained the following elements: (a) Summary of responsibility; (b) Person to whom staff reports; (c) Persons with whom staff establishes working relations; and (d) Specific duties and responsibilities.

The evaluator observed project staff performance throughout the term of the project. It is his opinion that the position descriptions were accurate statements of the work expectations, and staff performed according to those job descriptions.

2.11

Statement of the Objective

Performance criteria will be established for each project staff position, and staff performance will be reviewed in terms of them.

Measurement Procedure

Documentary records maintained by the project were reviewed and verified to measure this objective.

Evaluation Decision

Status of Objective: Criterion

Met	Approached				Not Met
5	4	▨	2	1	0

Findings

The set of specified duties for project staff and performance criteria were prepared in writing on schedule. Staff performance was reviewed by the Project Director. However, the criteria for the objective specified project staff were to be rated four times, and the evaluator's records indicated that this was done only once. Therefore, the objective was met partially.

2.2

Statement of the Objective

Classroom teachers participating in the program will receive training in

- Methods of teaching and evaluating elementary career education lessons and units and
- In guidance and counseling, as it relates to elementary career education.

Measurement Procedure

This objective was evaluated through (a) direct observation, (b) workshop reaction surveys, and (c) documentary records maintained by project staff.

Evaluation Decision

Status of Objective: Criterion

Met	Approached				Not Met
▨	4	3	2	1	0

Findings

A master schedule of training events was prepared and maintained by project staff. The schedule was followed closely. The evaluator, or his representative, attended three of the large group training events.

At one session, the evaluator administered to the participants a post-workshop survey. The participant reaction was uniformly high, and staff were enthusiastic toward the program. At two other training sessions, the evaluator interviewed samples of participants briefly. Again, considerable enthusiasm toward the project and its thrust was

FIGURE 2.1:
CAREER EDUCATION PROJECT TASK–MISSION CHART

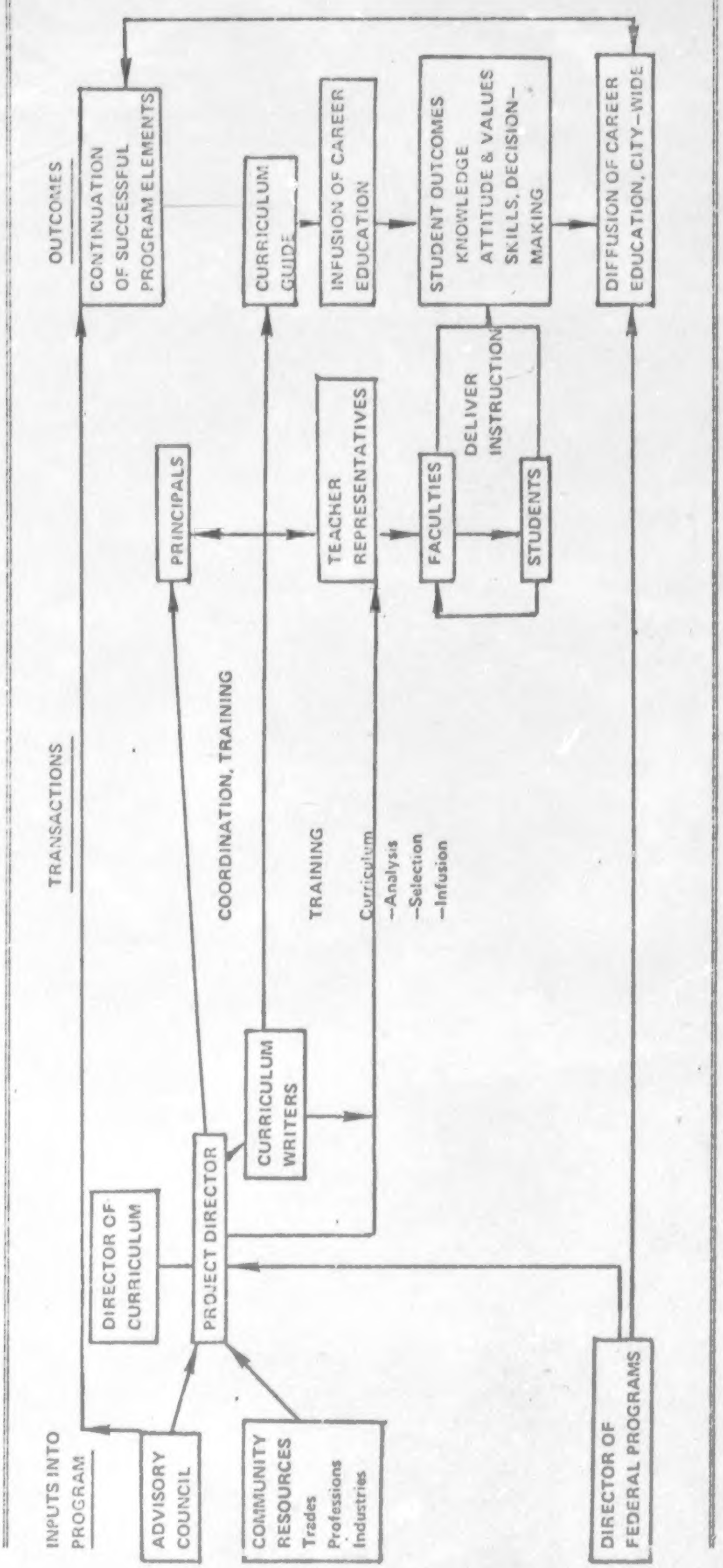
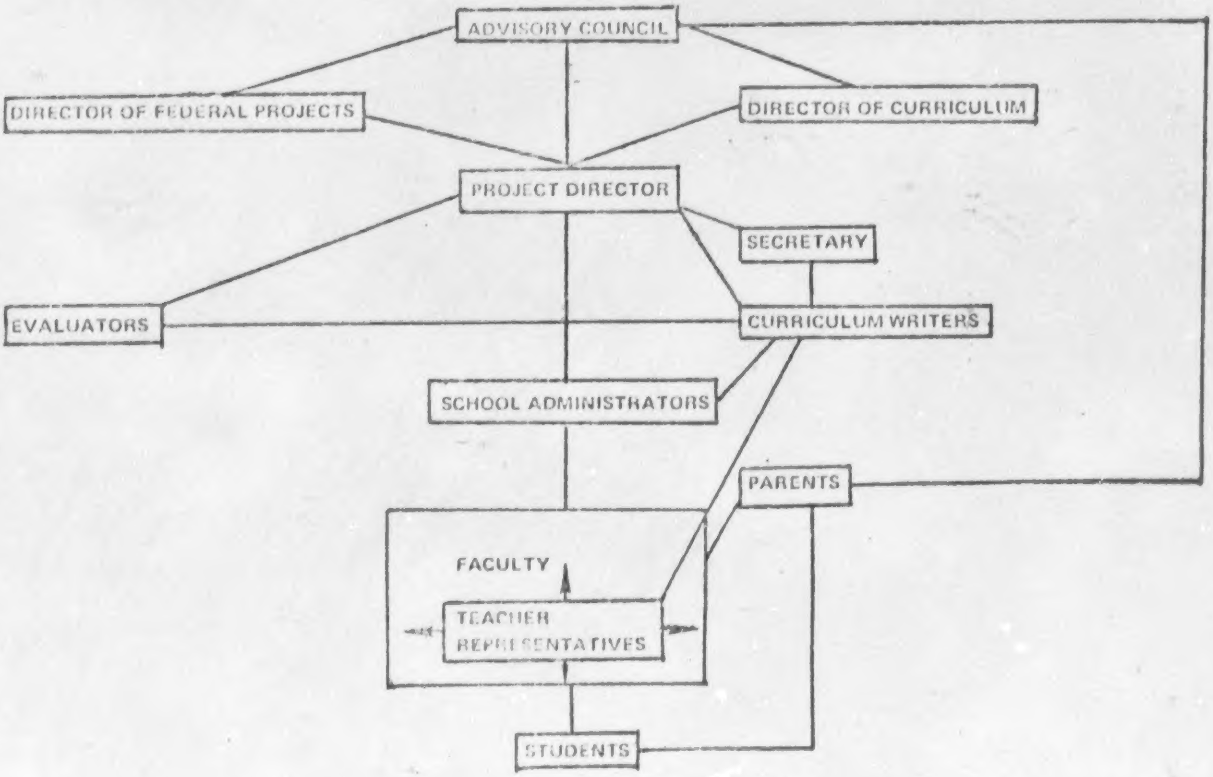

INPUTS INTO PROGRAM
TRANSACTIONS
OUTCOMES
ADVISORY COUNCIL
COMMUNITY RESOURCES Trades Professions Industries
DIRECTOR OF FEDERAL PROGRAMS
DIRECTOR OF CURRICULUM
PROJECT DIRECTOR
CURRICULUM WRITERS
COORDINATION, TRAINING
TRAINING
Curriculum
–Analysis
–Selection
–Infusion
PRINCIPALS
TEACHER REPRESENTATIVES
FACULTIES
STUDENTS
DELIVER INSTRUCTION
CONTINUATION OF SUCCESSFUL PROGRAM ELEMENTS
CURRICULUM GUIDE
INFUSION OF CAREER EDUCATION
STUDENT OUTCOMES KNOWLEDGE ATTITUDE & VALUES SKILLS, DECISION-MAKING
DIFFUSION OF CAREER EDUCATION, CITY-WIDE

FIGURE 2.2:
COMMUNICATION CHART


ADVISORY COUNCIL
DIRECTOR OF FEDERAL PROJECTS
DIRECTOR OF CURRICULUM
PROJECT DIRECTOR
SECRETARY
EVALUATORS
CURRICULUM WRITERS
SCHOOL ADMINISTRATORS
PARENTS
FACULTY
TEACHER REPRESENTATIVES
STUDENTS

was generated.

The follow-up training program in each school was verified through on-site observations conducted by field investigators employed by the independent evaluator.

A partial schedule of training events, sufficient to indicate that the objective was met, is presented in Table 2.1.

TABLE 2.1:
INSERVICE STAFF DEVELOPMENT MEETINGS DELIVERED BY PROJECT DIRECTOR AND PROJECT STAFF

TYPE MEETING	TOPIC	DATE
ALL SCHOOLS:	TEACHING TECHNIQUES AND EVALUATION METHODS FOR CAREER EDUCATION LESSONS, UNITS, TOPICS	
• LONG SCHOOL		DEC. 4, 1973
• MULLANPHY SCHOOL		DEC. 5, 1973
• FARRAGUT SCHOOL		DEC. 6, 1973
COMBINATION: ALL THREE SCHOOLS, TEACHERS AND ADMINISTRATORS	GUIDANCE COUNSELING SKILLS, AS THEY APPLY TO DELIVERING ELEMENTARY CAREER EDUCATION INSTRUCTION	MAR. 5, 1974
SMALL-GROUP SESSIONS WITH TEACHERS IN EACH SCHOOL	FOLLOW UP ON • INSTRUCTION • CURRICULUM DEVELOPMENT • EVALUATION • GUIDANCE	WEEKLY OR BI-MONTHLY TO JUNE, 1974

SECTION 3: CURRICULUM DEVELOPMENT

3.1

Statement of the Objective

Project staff will prepare a Curriculum Resource Guide for an elementary career education program, for adoption throughout the school district.

Measurement Procedure

The Curriculum Resource Guide was reviewed while in preparation. The Evaluator obtained the services of a consultant-specialist, recognized as an authority on career education, to conduct the review.

Also, the evaluator and project staff arrived at mutually-agreed upon criterion measures for the Guide. These criteria consisted of a set of elements that the final product must contain, for the objective to be considered to have been met.

Following the publication of the Curriculum Resource Guide, 50% of the units were selected at random for comparison against the established criteria.

Evaluation Decision

Status of Objective: Criterion

Met	Approached				Not Met
☐	4	3	2	1	0

Findings

The Curriculum Resource Guide was prepared on schedule. The initial draft was reviewed by the Evaluation Consultant. For the most part, the ideas underlying the units were basically sound and creative. The suggestions for improvement centered upon:

- Terminology used to denote various workers
- The need for assessment and
- Statement of objectives in terms of the learner.

In all cases, corrections were made in subsequent drafts.

The criteria set for the resource guide specified that it would contain, at a minimum, the following:

- Practical suggestions to teachers for infusing career education within other subjects taught regularly in the schools.
- A minimum of 12 exemplary units, one per level, in each of four subjects.
- Career education units keyed to instructional materials used regularly in the schools.

A review of half the units contained in the Guide, selected at random, revealed that each unit met the criteria above.

An additional criterion was that the Curriculum Resource Guide would be accepted for dissemination to all elementary schools in the district by the school system Director of Curriculum. This criterion was met, also.

A total of 159 units were produced, exceeding the criterion. The distribution of units produced for the Guide, according to grade level and type of unit is presented in Table 3.1.

TABLE 3.1:
DISTRIBUTION OF CEP UNITS,[1] BY GRADES AND BY SCHOOL SUBJECTS

	INTENDED GRADE LEVELS										
TYPE OF UNIT	K	1	2	3	(4,5,6)	4	5	6	7	8	TOTAL
Self-Awareness;[2] Guidance	3	3	2	2							10
Career Awareness	12	11	7	16							46
Career Education correlated with:											
Language Arts					13	3	1	1	7	4	29
Math					5	1	2	2	4	6	20
Social Studies					6	3	3	4	9	8	33
Science						1	1	1	5	7	15
Health						1	1	1			3
Fine Arts						1	1	1			3
TOTAL	15	14	9	18	24	10	9	10	25	25	159

[1] Contained in Curriculum Resource Guide

[2] After Primary Grades, guidance activities are included within subject areas, e.g., social studies

SECTION 4: PROGRAM DELIVERY

4.1

Statement of the Objective

Classroom teachers in the three pilot schools will provide instruction to students in elementary career education.

Measurement Procedure

The criterion measure for assessing this bojective was the instrument, Career Curriculum Trial Test and Adoption Record, developed especially for this project. A separate form was developed for the Primary, Intermediate and Upper Elementary grades.

The project-developed units were printed on each form by grade levels. Space was provided for the classroom teachers in each building to note those units they had taught, and other data.

The forms were administered by project staff and maintained as documentary records. They were collected and analyzed by the evaluator. In addition to measuring this objective by teacher self-reports the evaluator obtained the services of three classroom observers to validate program delivery. These observers were in the employ of the evaluator, and were independent of the project or the school district.

An In Class Observation Schedule was devised upon which the observers could record each classroom observation made in the schools. The observers were sent into the three pilot schools after a sufficient amount of time had passed for the career education units to be used in the schools. In all, they made 186 observations, viewing all teachers in each school approximately three times, on a random-sample basis.

Evaluation Decision

Status of Objective:

Met	Criterion Approached			Not Met
5	4		2 | 1	0

Findings

The evaluation criterion was that all the elementary career education units developed through the project would be taught in the three schools, at the grade levels (and within the school subjects) for which they were designed. It was not required that each teacher trial-test each unit. Instead, the pre-specified acceptable performance level was that half of all the teachers, throughout all three schools, would--in combination--trial-test all units.

Teachers

From the Career Curriculum Trial Test and Adoption Record, it was evident that a healthy percentage of teachers did, in fact, teach the project-developed career education units. In one of the pilot schools, 85.8% of the 21 teachers taught the units. The number of units taught by the staff of this school ranged from a low of three units to a high of 13 units.

At another of the pilot schools, 84.7% of the 26 teachers taught career education units. The number of units taught ranged from a low of 2 to a high of 39. The latter was a liaison teacher for the project who wished to teach as many as possible of the units.

At the third school, 68.8% of the 16 teachers taught career education units in the classroom. The number of units taught ranged from a low of 9 to a high of 17.

Units

The percent of total teachers available to deliver instruction in the career education units who actually did so is presented in Table 4.1.

From the information displayed in Table 4.1, it may be noted that most units were taught in the classroom during the course of the project. The units appeared to have been used most widely at the Primary grades. At the Intermediate and Upper Elementary grades, there were a number of units taught by fewer than half the number of teachers available to use them.

Finally, it may be noted that some units designed for various grade levels were not taught at all. For example, 24% of the units designed for various grade levels were not taught at all. For example, 24% of the units designed for Grade 8, 21.4% of units designed for Primary II, and 16% of the units designed for Grade 7 were not tried in the classroom.

Classroom Observations

Summarized in Table 4.2 are the results of the classroom observations conducted during February and March, 1973. During February, the observers recorded career education activities being conducted in from 75% to nearly 83% of the classrooms. However, during March, the amount of career education program delivery was reduced substantially.

Taken together, the data indicate that teaching staff made a substantial effort to incorporate career education units developed through the project into their teaching programs. It was not surprising that some teachers made a more intensive effort than others. Furthermore, the amount of effort appeared to vary during the course of the school year.

Conclusion

The project staff developed a creditable number of exemplary units. Most of these units were taught to at least some extent at the grade levels for which they were intended. However, there were several units which were not taught in any of the classrooms. Since a substantial number of the units were taught by fewer than 50% of the teachers available to teach them, the objective is considered to have been met in part, but not to the specified criterion level of performance.

TABLE 4.1:
TEACHERS IN PILOT SCHOOLS WHO USED CAREER EDUCATION UNITS IN THE CLASSROOM, BY PERCENT OF TOTAL TEACHERS AT EACH GRADE

Grade Level	No. Teachers Available to Pilot-Test Units in Three Schools	Units Developed Through Career Education Project																								
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
K	5	100	80	120*	140*	120*	100	120*	0	120*	33	33	80	60	80	100										
1	10.5	86	76	29	105*	95	38	95	67	67	38	76	38	57	67											
2	9.5	53	63	74	32	53	53	74	32	53	0	11	0	0	11											
3	10	10	50	30	40	20	20	10	50	10	20	40	10	60	30	10	0	20	30							
4	8.5	47	71	59	35	24	47	24	71	12	47															
5	7.5	53	0	13	13	40	13	53	13	27																
6	6	33	67	50	33	33	50	50	50	50	50															
7	7	57	43	29	14	29	57	0	14	43	14	29	29	0	29	0	14	29	71	29	43	57	0	57	29	14
8	3	67	100	33	0	67	0	33	0	100	100	33	0	33	0	0	0	33	67	33	100	100	33	67	133*	33

* Percents greater than 100 denote instances where a unit was taught by all teachers at the intended grade level and by teachers from other grades, as well.

TABLE 4.2:
SUMMARY OF CLASSROOM OBSERVATIONS IN THREE PILOT SCHOOLS

SCHOOL	NO. TEACHERS	NO. OBSERVATIONS	AVERAGE PER TEACHER	OBSERVABLE CAREER EDUCATION ACTIVITIES				NO OBSERVABLE CAREER EDUCATION ACTIVITIES			
				FEB.	MAR.	% FEB.	%MAR.	FEB.	MAR.	%FEB.	% MAR.
FARRAGUT	26	79	3.04	38	14	82.6	42.4	8	19	17.4	57.6
LONG	16	44	2.75	19	10	76.0	52.6	6	9	24.0	47.4
MULLANPHY	21	63	3.00	27	18	75.0	66.6	9	9	25.0	33.3
TOTAL	63	186		64	41			23	37		

SECTION 5: STUDENT OUTCOMES

5.10 Grades Kindergarten Through 3

5.11

Statement of the Objective

Learners in grades Kindergarten through 3 will demonstrate an increased amount of career awareness.

Measurement Procedure

Career awareness at the primary level focuses upon generalized occupational characteristics. These would include similarities and differences among common occupations and the tools used by persons employed in these jobs.

Assessment of the objective was made using the Career Knowledge (CK) test (Fulton, 1973). The test contained three ten-item scales:

- Occupational Similarities,
- Occupational Differences, and
- Occupational Tools.

The test was administered using a pre-post, time series design. It was administered to students in grades Kindergarten through three in early October 1973 and late April 1974. The Kindergarten children were administered the CK individually and grade one through grade three students were administered it in their normal classroom group settings.

The tests were administered by ERA, with the cooperation of local school administrators and teachers.

Evaluation Decision

Status of Objective:

Met	Criterion Approached	Not Met
■	4 3 2 1	0

Findings

The tests were scored and data analyzed by ERA. The pre-post scores for each scale and for the composite were compared using t-tests for correlated means. The results are presented in Figures 5.1 and 5.2. As can be noted from the figures, significant differences at the .001 level were found on each pre-post analysis.

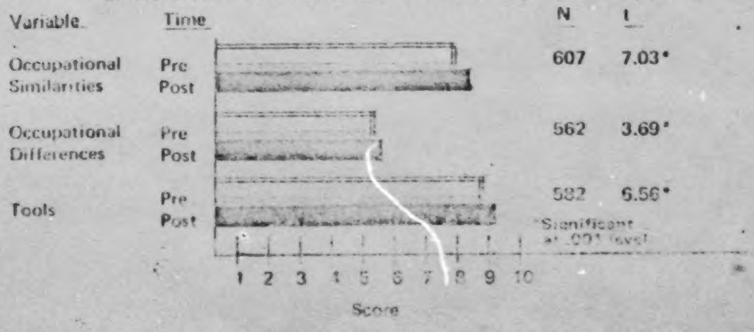


FIGURE 5.1. Career Knowledge subtest scores, primary level.

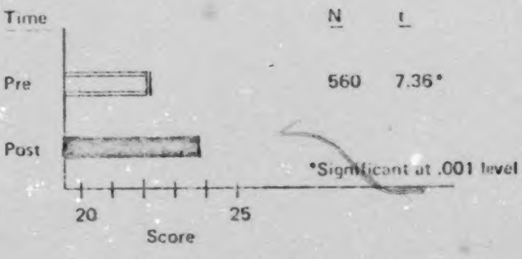


FIGURE 5.2. Career Knowledge total test scores, primary level.

5.12

Statement of the Objective

Learners in grades Kindergarten through 3 will demonstrate an attitude toward work which is measurably more positive.

Measurement Procedure

This objective was assessed using the Student Attitude Survey, Form C (ERA, 1973). This test was a non-verbal picture test. It was administered to Kindergarten through grade three students in early October 1973 and late April 1974. Kindergarten children were administered the test individually and others in classroom groups. Testing was done by ERA.

Evaluation Decision

Status of Objective:

Met	Criterion Approached	Not Met
5	4 3 2 1	■

Findings

The tests were scored and data analyzed by ERA using a pre-post test design. The results for the Attitude toward work scale are presented in Figure 5.3.

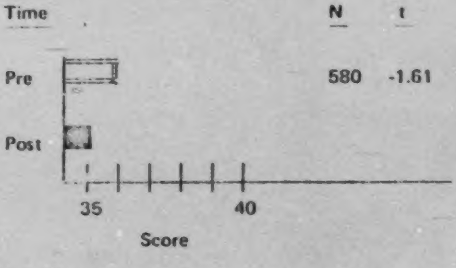


FIGURE 5.3. Attitude toward work scale scores, primary level.

As can be noted from the figure, there was not a positive change. Rather, a slight negative change was obtained.

5.13

Statement of the Objective

Learners in grades Kindergarten through three will demonstrate an increase in positive self-concept.

Measurement Procedure

The Student Attitude Survey, Form A (ERA, 1973) was used to assess this objective. This test is a non-verbal pictorial instrument designed to measure students' attitudes toward self and others. The test was administered to students in grades Kindergarten through three in early October and late April.

Evaluation Decision

Status of Objective:

	Criterion	
Met	Approached	Not Met
5	4 3 2 1	▨

Findings

A one-tailed dependent measures t-test was run on the data to determine whether or not there was a significant increase in the means from the pre- to post-test. The results are graphically presented in Figure 5.4.

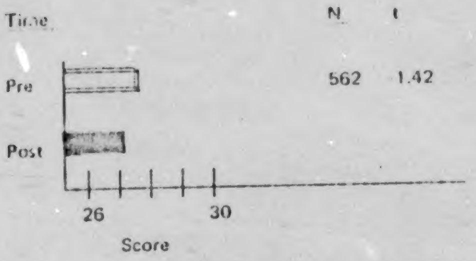


FIGURE 5.4. Attitude toward self, mean scores for primary level.

The mean scores showed a slight decrease between pre-post testing; no significant increase in self concept was found.

5.14

Statement of the Objective

Learners in grades Kindergarten through three will demonstrate an increase in attitude toward others.

Measurement Procedure

The Attitude Toward Others scale from the Student Attitude Survey, Form A was used to assess this objective. The survey was administered to primary level students in early October and late April. The testing was done by ERA, and the tests were scored and data analyzed by ERA staff.

Evaluation Decision

Status of Objective:

	Criterion	
Met	Approached	Not Met
▨	4 3 2 1	0

Findings

The pre- and post-test mean scores are presented in Figure 5.5. The increase in mean scores was 2.12, which was statistically significant at the .001 level of confidence.

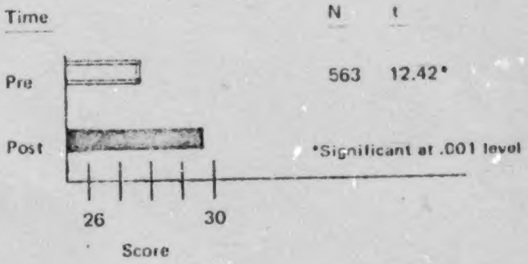


FIGURE 5.5. Attitude toward others, mean scores for primary level.

These results indicate that on the average over the seven month period the primary level students had a positive gain in the attitudes toward others as measured by the SAS, Form A.

5.15

Statement of the Objective

Learners in grades Kindergarten through three will demonstrate an increase in attitude toward school.

Measurement Procedure

This objective was assessed using the Attitude Toward School scale of the Student Attitude Survey, Form C. As previously noted, the survey was administered to Kindergarten through grade three children in early October and late April. The tests were administered, scored and data analyzed by ERA.

Evaluation Decision

Status of Objective:

	Criterion	
Met	Approached	Not Met
5	4 3 2 1	▨

Findings

A small decrease in mean score of .60 of a point from pre- to post-test was observed. This result is presented in Figure 5.6. This suggests that the current programs are not effective in increasing primary level students' attitudes toward school. This decrease may be related to many things ranging from chance fluctuations in test scores to actual decreases in attitudes toward school associated with the approaching end of the school term.

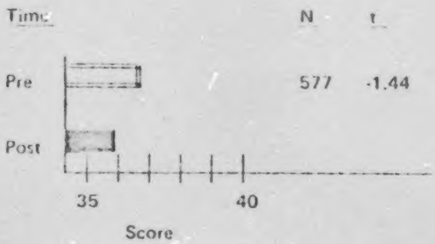


FIGURE 5.6. Attitude toward school, primary level.

5.20 Grades Four Through Six

5.21

Statement of the Objective

Learners in grades 4, 5 and 6 will demonstrate a measurably more positive attitude toward

- School
- Work
- Achievement Need
- Self
- Others

Measurement Procedure

The Student Attitude Survey, Forms B and D (ERA, 1973) were administered to all the students in grades 4, 5 and 6. These surveys contained 70 items making up 11 attitude scales:

- Positive School Index
- Negative School Index
- Positive Work Index
- Negative Work Index
- Positive Self Index
- Negative Self Index
- Positive Other Index
- Negative Other Index
- Positive Personal Index
- Negative Personal Index
- Achievement Need Index

For all scales, except Achievement Need, a high score indicates the more positive attitude. For positive scales, a high score indicates identification with positive traits; while, for negative scales, a high score indicates rejection of negative traits.

On the Achievement Need scale, the ideal score would be in the middle, or 9. An extremely low score would suggest little if any value for school related achievement. A high score would indicate a need to succeed at almost any cost. A middle score reflects a balance between these extremes.

The tests were administered using a pre-post-test design, with pretesting in early October 1973 and post testing in late April 1974. The tests were group administered by ERA to all students in grades 4 through 6 in the three pilot schools. An optical scan type answer sheet was used for students to record their responses. The answer sheets were computer scored and the resultant data analyzed by ERA.

Evaluation Decision

Status of Objective: Criterion

Met	Approached				Not Met
5	4	[illegible]	2	1	0

Findings

Dependent samples t-tests were used to determine whether or not the differences between pre- and post-test means for each scale were significantly different. Since the statement of the objective specified positive change and since this was the first project year, directional tests at the .20 of significance were run. The grade level results follow.

Grade 4

The results for grade four are presented in Figure 5.7. Significant positive chances occurred in seven of the eleven scales.

- Achievement Need
- Positive Work Index
- Negative School Index
- Negative Work Index
- Negative Self Index
- Negative Others Index
- Negative Personal Index

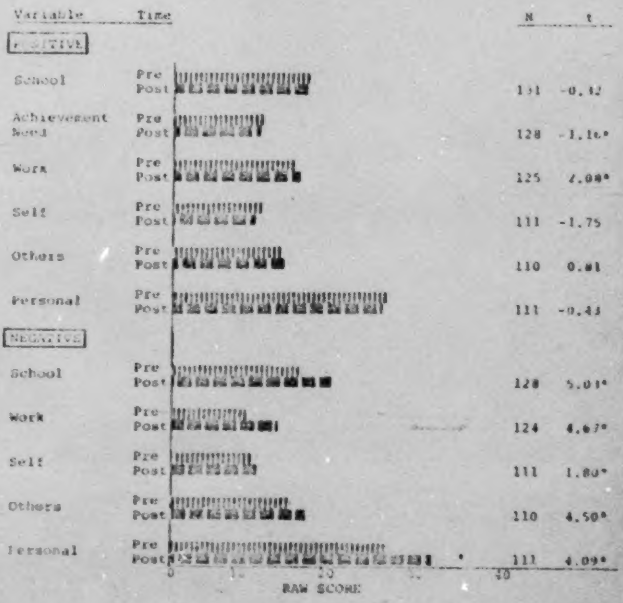


FIGURE 5.7. Significance of differences between pre and post test scores on selected measures of student attitude, Grade 4.

* Significant positive change on post-test score over pre-test score.

Of particular note is the fact that significant changes occurred on all negative scales but on only two of the six positive scales. It would seem, that perhaps, intervention during the school year tended to reduce some of the negative feelings but did little to increase positive ones.

Grade 5

The grade 5 results are presented in Figure 5.8. Positive changes were noted on all 11 scales, with 9 of the 11 being significant at the .20 level. The only two scales for which significant positive changes were not obtained were

- Positive School Index
- Negative Self Index

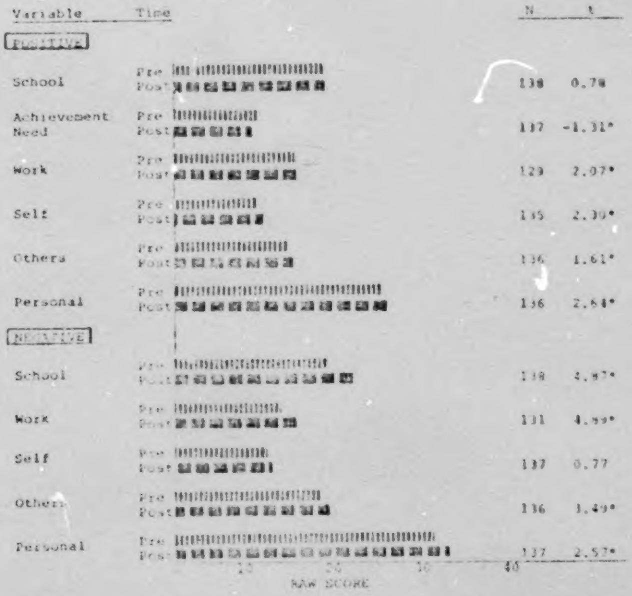


FIGURE 5.8. Significance of differences between pre and post test scores on selected measures of student attitude, Grade 5.

* Significant positive change on post-test score over pre-test score.

As with the fourth grade students, the larger changes seemed to be in the reduction of negative feelings. However, unlike the fourth graders these changes were accompanied by increases in positive feelings.

Grade 6

Significant positive changes were noted for sixth grade on 6 of the 11 scales (see Figure 5.9).

- Achievement Need
- Positive Work Index
- Negative School Index
- Negative Work Index
- Negative Other Index
- Negative Personal Index

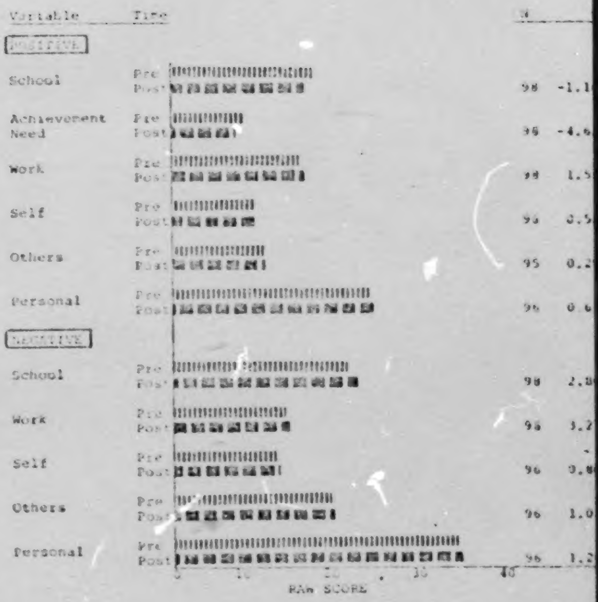


FIGURE 5.9. Significance of differences between pre and post test scores on selected measures of student attitude, Grade 6.

* Significant positive change on post-test score over pre-test sco

Even though these were the only significant positive changes, mean scores for all but one of the scales, Positive School Index, showed positive change. Two-thirds of the significant changes occurred on negative scales. Again, this may suggest that the program is more effective in helping to decrease negative feelings than in increasing positive ones.

In Summary

In grades 4 through 6, significant positive changes were found on 21 of 33 attitude scales, or about two-thirds of the scales. Eighty-seven percent of the negative scales showed a positive change (rejection of negative feelings) from pre- to post-testing. This compared to 50 percent of the positive scales reflecting positive change (acceptance of positive feelings). Where the desired changes did not occur were primarily on

- Positive School Index
- Positive Self Index
- Positive Other Index
- Positive Personal Index
- Negative Self Index

The only positive scale which systemmatically showed positive change was the Positive Work Index. Moreover, the only area in which neither the positive nor the negative scale showed positive change was self concept.

5.22

Statement of the Objective

Learners in grades 4,5 and 6 will demonstrate an increased amount of career knowledge.

Measurement Procedure

The Orientation to Career Concepts Series (OCC) test (ERA, 1973) was used to assess this objective. The test consisted of ten sub-tests measuring

- Work Awareness
- Work Activities
- Vocational Vocabulary
- Absurdities (Vocational)
- Occupational Similarities
- Occupational Tools
- Work Stories
- Working Conditions
- Occupational Training
- Workers' Earnings

The general method for collecting data was through the use of a pre-post-test design. Because of the large number of tests to be administered, the students were sampled by classrooms so that each child took either two or three of the tests.

The tests were administered by ERA in early October 1973 and late April 1974. Students responded to the test items using an Optical Scan type answer sheet. The student responses were computer scored and the data analyzed by ERA.

Evaluation Decision

Status of Objective:

Criterion

Met 5

Approached ☐ 3 2 1

Not Met 0

Findings

Dependent samples t-tests were used to analyze the data. Since the statement of the objective specified that the test scores would increase, directional tests were used. Moreover, since the Career Education Project was in its first developmental year, and, thus, only minimal student impact could be expected, the significance level was set at .20.

The grade level results follow.

Grade 4

Seven of the ten tests were administered to fourth grade students. These tests were:

- Work Awareness
- Worker Activities
- Occupational Tools
- Work Stories
- Working Conditions
- Occupational Training
- Workers' Earnings

The pre- and post-test results are presented in Figure 5.10. As can be noted from the figure, significant differences between pre- and post-test mean scores were found on six of the seven tests administered.

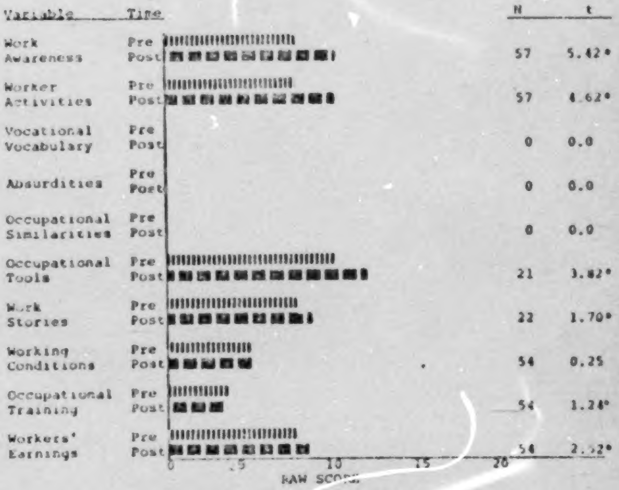


FIGURE 5.10. Significance of differences between pre and post test scores on selected measures of career knowledge, Grade 4.

* Significant positive change on post-test score over pre-test scores.

The largest differences were observed on the Work Stories, Worker Activities, and Occupational Tools tests. Smaller, but significant differences were noted on the Work Stories, Occupational Training, and Workers' Earnings tests.

This suggests that the curriculum and instructional processes were most effective in aiding students in relating occupations to common family-type activities and the general activities of and tools used by workers. The project seemed to be least effective at this grade level in the areas of Occupational Training and Working Conditions.

Grade 5

Seven of the 10 tests were administered to the fifth grade students. These seven tests were:

- Work Awareness
- Worker Activities
- Vocational Vocabulary
- Absurdities
- Occupational Similarities
- Occupational Tools
- Work Stories

Significant increases between the pre- and post-test means were found on all seven tests (see Figure 5.11). This would indicate that the project was significantly effective in the areas assessed.

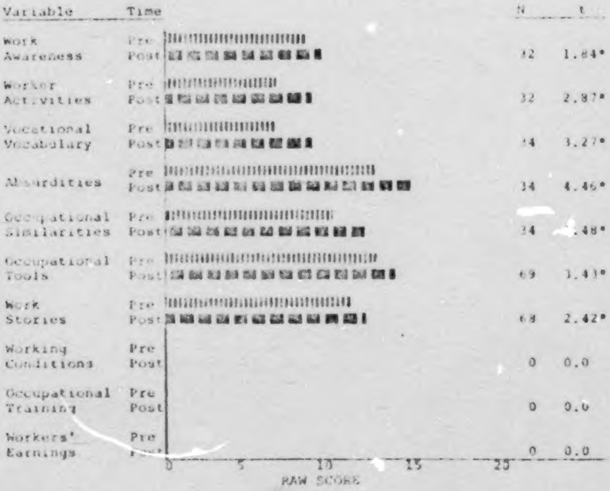


FIGURE 5.11. Significance of differences between pre and post test scores on selected measures of career knowledge, Grade 5.

* Significant positive change on post-test score over pre-test score.

Grade 6
All 10 of the OCC tests were administered to the sixth grade students. The results are presented in Figure 5.12.

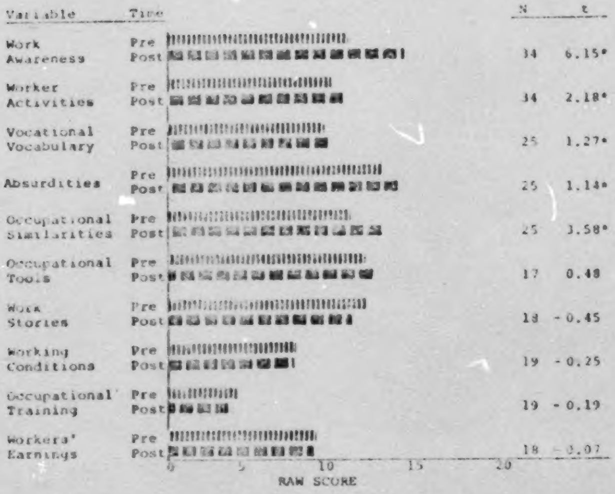


FIGURE 5.12. Significance of differences between pre and post test scores on selected measures of career knowledge, Grade 6.

* Significant positive change on post-test score over pre-test score.

Significant differences between means were found on 5 of the 10 tests. The largest increase was found in the Work Awareness area, where family-type activities are related to occupations. Significant increases were also found on tests

- Worker Activities
- Vocational Vocabulary
- Absurdities
- Occupational Similarities

No differences were found on

- Occupational Tools
- Work Stories
- Working Conditions
- Occupational Training
- Workers' Earnings

In Summary
Of the 24 tests administered to students in grades 4 through 6, significant gains in mean scores were found for 18 of them. Four tests were administered at all three grade levels.

- Work Awareness
- Worker Activities
- Occupational Tools
- Work Stories

The remaining six tests were administered at two grade levels, either fourth and sixth or fifth and sixth. Significant gains at each grade level observed were found for five tests.

- Work Awareness
- Worker Activities
- Vocational Vocabulary
- Absurdities
- Occupational Similarities

Mixed results were found on four of the tests.

- Occupational Tools
- Work Stories
- Occupational Training
- Workers' Earnings

No significant gains were recorded for the test Working Conditions.

These results suggest that the Career Education program at the 4 to 6 grade level tends to emphasize the general worker activities of occupational groups. Of lesser emphasis seems to be the more specific occupational characteristics such as expected earnings, training requirements and normal employment conditions.

Moreover, further examination of the test results suggest that, at this level, the Career Education program has been built upon the areas strengths in career knowledge of the general education program. That is, the areas of greatest gain tended to be those areas that the students scored highest in on the pre-test; and, the areas of least gain were generally those that the students scored lowest in on the pre-test.

The students in grades 4 through 6 did demonstrate significant gains in most of the Career Knowledge areas. This indicates that the general objective was met in the majority of areas assessed.

5.30 Grades Seven Through Eight

5.31

Statement of the Objective

Learners in grades 7 and 8 will demonstrate a measurably more positive attitude toward

- School
- Work
- Achievement Need
- Self
- Others

Measurement Procedure

Attitudinal data were analyzed using a time series design. The tests were administered to the students in grades 7 and 8 in early October, 1973 and late April, 1974. The administrations were coordinated by ERA personnel in all three of the pilot schools.

The tests used to collect these data were the Student Attitude Survey, Forms B and D (ERA, 1973). These tests are made up of 11 attitudinal scales.

- Positive School Index
- Negative School Index
- Positive Work Index
- Negative Work Index
- Achievement Need Index
- Positive Self Index
- Negative Self Index
- Positive Other Index
- Negative Other Index
- Positive Personal Index
- Negative Personal Index

Except for the Achievement Need Index, a high score indicates a more positive attitude. For Achievement Need, the ideal score is equal to 9 points, the middle score.

Evaluation Decision

Status of Objective: Criterion

Met	Approached			Not Met
5	4	2	1	0

Findings

Dependent sample t-tests were used to determine whether or not the differences in mean scores between pre- and post-tests demonstrated significantly positive change. Moreover, since the objective specifies positive change and since the CEP is a new, developing program, one-tailed t-tests were run, with the significance level set at .20. The seventh and eighth grade level results follow.

Grade 7

The results for grade seven are presented in Figure 5.13. Significant changes were found on 6 of the 11 scales.

■ Positive	■ Negative
● Achievement Need	● School
● Work	● Work
	● Others
	● Personal

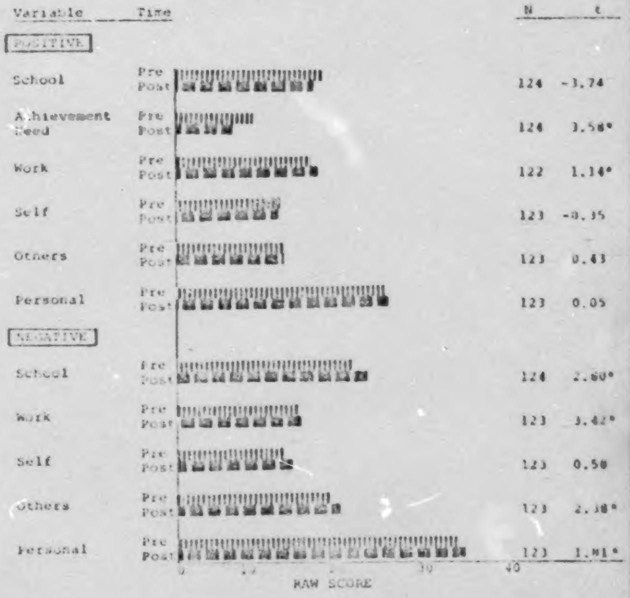


FIGURE 5.13. Significance of differences between pre and post test scores on selected measures of student attitude, Grade 7.

* Significant positive change on post-test score over pre-test score.

It is worth noting, that significant changes were not found on either of the self-concept scales. Moreover, most of the significant results reflect decreases in negative attitudes, with few increases in positive attitudes.

Grade 8

The results for grade 8 are presented in Figure 5.14. Significant increases in scores were found for 8 of the 11 scales.

■ Positive	■ Negative
● Work	● School
● Self	● Work
● Others	● Others
● Personal	● Personal

It can be observed that significant increases were obtained for both the positive and negative scales relating to

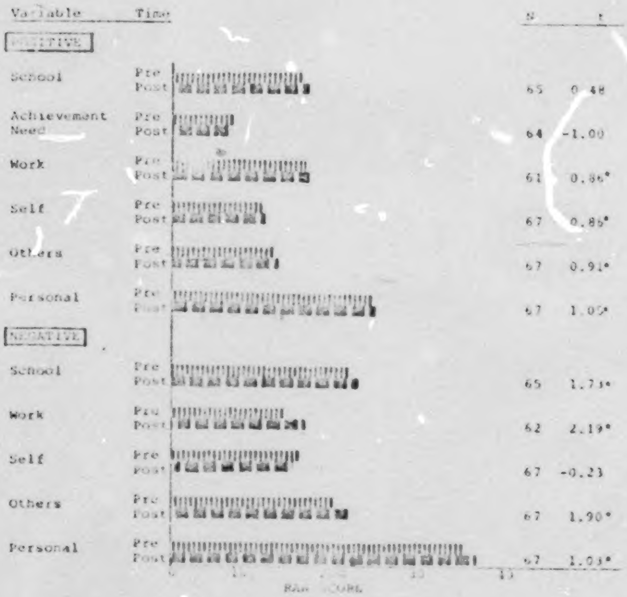


FIGURE 5.14. Significance of differences between pre and post test scores on selected measures of student attitude, Grade 8.

* Significant positive change on post-test score over pre-test score.

- Work
- Others
- Personal

In Summary

In grades 7 and 8, significant positive changes were found on 14 of the 22 attitude scales. The positive changes for these grade levels were primarily in the students' attitudes toward work. At the seventh grade level, the major changes were in the reductions of negative attitudes. The eighth grade level was somewhat different in that there was an equal number of positive scales showing positive changes as negative scales. This would suggest that the eighth grade program was the most effective as compared with other grade levels.

5.32

Statement of the Objective

Learners in grades 7 and 8 will demonstrate an increased amount of career knowledge.

Measurement Procedure

To assess this objective, the Orientation to Career Concepts Series test (ERA, 1973) was administered to the students in the pilot schools during early October and late April. The complete test series series yields ten sub-test scores:

- Work Awareness
- Worker Activities
- Vocational Vocabulary
- Absurdities (Vocational)
- Occupational Similarities
- Occupational Tools
- Work Stories
- Working Conditions
- Occupational Training
- Workers' Earnings

The total testing time for the OCC is about three hours. Therefore, only about one-third of the test was administered to each student.

The students responded to the test on an optical scan type answer sheet. The responses were computer scored and analyzed by ERA.

Evaluation Decision

Status of Objective:	Criterion			
	Met	Approached		Not Met
	5	3	2	1	0

Findings

The pre-post test results were analyzed using one-tailed, dependent samples t-tests, with the level of significance set at .20.

The grade level results follow.

Grade 7

All ten of the subtests were administered to seventh grade students. Matched pre-post test samples ranged from 14 to 41 students.

The test results are presented in Figure 5.15. As can be noted from the figure, significant positive changes were found on seven of the ten tests.

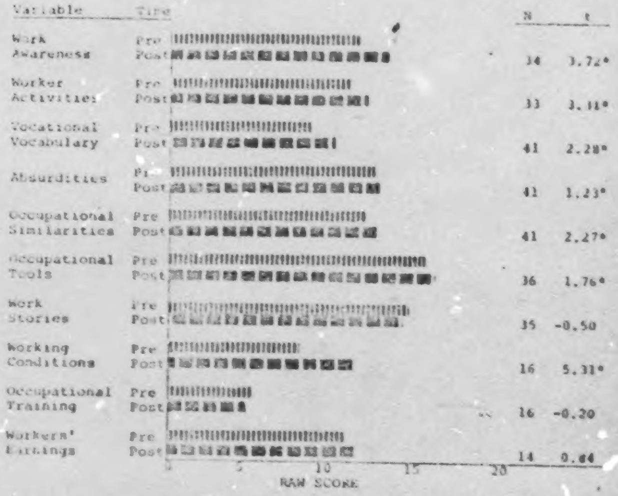


FIGURE 5.15. Significance of differences between pre and post test scores on selected measures of career knowledge, Grade 7.

* Significant positive change on post-test score over pre-test score.

The largest differences were obtained on the Working Conditions, Work Awareness and Worker Activities Tests. The non-significant differences were found on the Work Stories, Occupational Training, and Workers' Earnings Tests.

These results suggest that the seventh grade program is highly similar to the earlier elementary program in that the major strength is in relating occupations to family-type activities and communicating general occupational knowledge. The least effective aspects of the program seem to be in relating the more technical information. The major exception to this was the large increase in students' scores in the Working Conditions subtest.

Grade 8

The following seven tests were administered to the eighth grade students.

- Work Awareness
- Worker Activities
- Vocational Vocabulary
- Absurdities
- Occupational Similarities
- Occupational Tools
- Work Stories

The results from these tests are presented in Figure 5.16. The significance of the differences between the pre- and post-test means were determined using directional, dependent samples t-tests, with the significance level set at .20.

As noted in Figure 5.16, six of the seven pairs of means were significantly different. The major differences were in Vocational Vocabulary, Work Awareness, and Occupational Tools. The only non-significant result was found on the Work Stories tests.

These results were similar to those found at other grade levels.

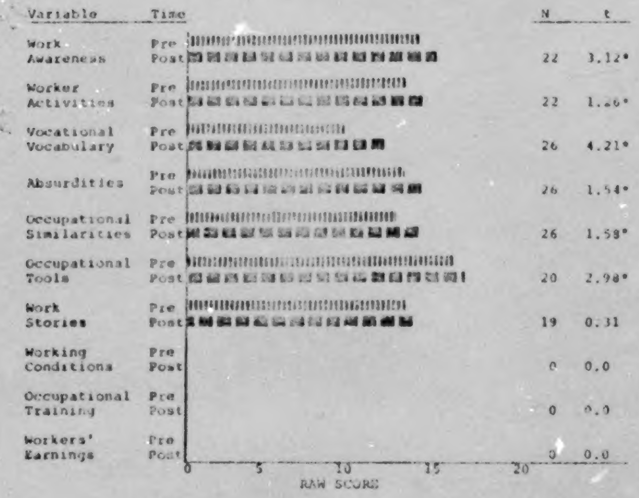


FIGURE 5.16. Significance of differences between pre and post test scores on selected measures of career knowledge, Grade 8.

* Significant positive change on post-test score over pre-test score.

In Summary

These results show that the CEP was generally successful in developing curriculum to aid students in learning career education concepts. The strengths of the program at the seventh and eighth grade levels seem to be in general knowledge, including vocabulary, similarities, tools, etc. and family related activities.

The least effective areas of the program seem to be in specific occupational knowledge and analyses, such as earnings, training, and Work Stories.

5.33

Statement of the Objective

Learners in grades 7 and 8 will demonstrate increased skill in analyzing the association between personal values and choice of occupation.

Measurement Procedure

To measure this objective, the sub-test **Work Stories** was used as the criterion since it is a direct measure of the goal statement. It was administered simultaneously with the other sub-tests in the OCC Series. The evaluation criterion was that the mean post-test score would be significantly greater than the mean pre-test score.

Evaluation Decision

Status of Objective: Criterion

Met ☐5 Approached ☐4 ☐3 ☐2 ☐1 Not Met ☐

Findings

From Figure 5.15 it may be seen that the mean on the pre-test exceeded that of the post-test for **Work Stories** at the seventh grade level.

Examination of Figure 5.16, displaying the pre- and post-test means for grade 8 on the test, **Work Stories**, shows that the gain was not significant.

5.4

Statement of the Objective

All learners in grades kindergarten through 8 will attend career-related field trips to observe role models of occupations and careers in the metropolitan area.

Measurement Procedure

This objective was measured through reviewing, tabulating, and summarizing the Guest Speaker and Career-Related Field Trip logs, which were completed by all teachers in each of the three pilot schools. The logs were maintained in the project files, and they were verified by project staff.

The evaluation criteria were that (a) 75% of the teachers would schedule career-related field trips, and (b) grades kindergarten through 3 would attend four trips, on the average; grades 4 through 6 would attend 6 trips, on the average; and grades 7 through 8 would attend 8 trips, on the average.

Evaluation Decision

Status of Objective: Criterion

	Met	Criterion Approached				Not Met
	5	4	3	2	1	☐

Findings

Displayed in Table 5.1 is the distribution of field trips taken by all grades in the three schools. It may be noted that students served by the program were taken to 29 field trip sites to observe workers in action. The field trip attended most frequently was the Botanical Garden. Next in frequency as a field trip site was Police Headquarters.

From the display it may be seen that not all grades at all schools attended field trips. Furthermore, it may be noted that a greater number of primary grade field trips were taken than intermediate or upper-grade trips.

Given in Table 5.2 is a summary of the average number of trips taken, by grade and by class.

With respect to the criterion that the grade levels attend 4, 6 and 8 trips, respectively, only the kindergarten met the criterion. It may be noted, also, that all seventh grade classes attended field trips, but they did not attend enough to meet the criterion.

The second evaluation criterion was that 75% of all teachers in the three schools take their classes on at least 3 trips, on the average.

The data related to this criterion is presented in Table 5.3.

It may be noted from the Table that the criterion of 75% of the teachers taking their class on trips was exceeded in two of the pilot schools but not the third. The criterion that the teachers conduct at least three trips, on the average, was approached in only one of the pilot schools.

TABLE 5.1:
CAREER EDUCATION–RELATED FIELD TRIPS TAKEN BY CLASSES IN PILOT SCHOOLS, BY GRADES

GRADE	SCHOOL	DEPARTMENT STORE	SERVICE STATION	CONSTRUCTION SITE	LIBRARY	ZOO	BOTANICAL GARDEN	SUPERMARKET	POST OFFICE	MUSEUM OF SCI & NAT HISTORY	ART MUSEUM	IMPORT SHOP	BAKERY	POLICE HEADQUARTERS	BANK	LUMBER YARD	MEDICAL MUSEUM	HUMANE SOCIETY	RAILROAD TERMINAL	SYMPHONY ORCHESTRA	CAFETERIA–RESTAURANT	MOVIE (MEET DIRECTOR)	ST. LOUIS RIVERFRONT	AIRLINE CATERERS	DENTAL OFFICE	ART GALLERY	CEREAL MFG. PLANT	MUSEUM OF TRANSPORT	GENERAL MOTORS PLANT	INDUSTRIAL ARTS FAIR
K	FARRAGUT					2																								
	LONG			1		1														1	1									
	MULLANPHY	2	2	2	2	2	2	2																						
1	FARRAGUT													2																
	LONG		2			1														1										
	MULLANPHY	2			2	1	2	1		1	2	1																		
2	FARRAGUT													1									1							
	LONG					1											1	1	1											
	MULLANPHY				1																									
3	FARRAGUT	2										2	1																	
	LONG												2			1			1											
	MULLANPHY											2																		
4	FARRAGUT				1		1														1	1		1	1					
	LONG													1		1	1													
	MULLANPHY											1																		
5	FARRAGUT						2							2							2			1						
	LONG						1				1			1			2													
	MULLANPHY																													
6	FARRAGUT						1							1	1						3			1						
	LONG														1									1						
	MULLANPHY																							1						
7	FARRAGUT						1							1								2			1	1				
	LONG							1	1					1	1															
	MULLANPHY																													
8	FARRAGUT						1																		1		1	1		
	LONG									1		1				1														
	MULLANPHY																													
ungraded	LONG																												1	1

45

TABLE 5.2:

AVERAGE NUMBER OF CAREER--RELATED FIELD TRIPS TAKEN PER CLASS AND PERCENT OF CLASSES GOING ON TRIPS, BY GRADES

GRADE	SCHOOLS:	NO. CLASSES F	E	M	TOTAL	NO. TRIPS PER GRADE	AVERAGE	PERCENT CLASSES ON TRIPS
K		2	1	2	5	20	4.0	100.0
1		5	1	4	10	18	1.8	60.0
2		3	4	4	11	7	0.6	54.5
3		5	2	3	10	11	1.1	80.0
4		3	2	3	8	10	1.25	62.5
5		3	1	3	7	12	1.7	71.4
6		3	2	1	6	11	1.8	33.3
7		3	2	2	7	10	1.4	100.0
8		...	1	2	3	5	1.6	33.3

TABLE 5.3:

PERCENT OF TEACHERS SCHEDULING CAREER--RELATED FIELD TRIPS AND AVERAGE NUMBER OF TRIPS PER TEACHER, BY GRADE AND SCHOOL

SCHOOL	NO. TEACHERS	NO. ATTENDING TRIPS	NO. OF TRIPS	PCT. TEACHERS ATTENDING TRIPS	AVERAGE TRIPS/TEACHER
FARRAGUT	26	15	21	57.6	1.40
LONG	16	14	37	87.5	2.64
MULLANPHY	21	18	44	85.7	2.44

SECTION 6: TRANSPORTATION – DISSEMINATION

An extension was granted to the Career Education Project for the purpose of transporting the career education units produced through the project to the rest of the schools in the system.

A schedule was developed to disseminate information about the project and the career education lessons in the Career Education Curriculum Guide throughout the 5 sub-districts in the St. Louis Public Schools. The schedule was:

- Cleveland-Southwest district, September 25 and 26
- Banneker-Central-Vashon district, October 2 and 3
- Beaumont-Sumner district, October 15 and 16
- Northwest-Soldan district, November 19 and 20
- McKinley-Roosevelt district, December 3 and 4

The two-day dissemination workshops included the following events:

- Instructional materials exhibits
- Film, Career Education
- Small group work: Goals, concepts, activities of career education lessons
- Open discussion
- Guidance approaches, by grade levels
- Slide presentation, Career Education in the St. Louis Public Schools
- Demonstration and discussion of lessons and activities
- Open discussion
- Evaluation

These dissemination activities were held as scheduled. Information on the reaction of the program participants was gathered through a brief, open-ended survey. The general reactions are summarized in Table 6.1.

From the results, the reactions of the classroom teachers to the program presentations appeared highly positive.

Furthermore, samples of students in grades kindergarten through 8 in 35 schools were pre-tested on career knowledge and attitudes, using the same instrumentation used to measure student outcomes in the project. After post-testing, in Spring, 1975, the third-party evaluator will analyze and interpret the results.

Conclusion

The project staff planned a format for dissemination workshops to teachers in all 5 sub-districts of the school system. A schedule for presentations was established, and that schedule was maintained.

The reactions of the classroom teachers to the programs was quite positive. Therefore, program staff can be said to have delivered substantially upon their commitment to transport the career education curricula developed in the project to schools throughout the system. Since St. Louis Public Schools is a large system, this effort will have to be continued for some time, until all available teachers are reached.

TABLE 6.1:
PARTICIPANTS' VIEWPOINTS ON CEP AREA INSERVICE EDUCATION PROGRAMS

ITEMS		CLEVELAND–SOUTHWEST	BANNEKER–CENTRAL–VASHON	BEAUMONT–SUMNER	McKINLEY–ROOSEVELT	NORTHWEST–SOLDAN	
	N =	44	52	55	74	62	
Conducive physical setting?		88.6	100	80.0	97.2	100	YES
		8.0	0	12.7	2.7	0	NO
Utilize information in your classroom?		97.7	100	100	100	98.3	YES
		0	0	0	0	0	NO
Opportunity to express your ideas?		97.7	98.0	96.3	100	82.2	YES
		0	1.9	0	0	11.2	NO
Well planned and organized?		59.0	96.1	100	93.2	98.3	YES
		22.7	0	0	1.3	0	NO

SECTION 7: THIRD--PARTY EVALUATOR CONCLUSIONS AND RECOMMENDATIONS

The evaluator presented the evaluation findings by components and objectives. This summary was based upon (a) on-site visits and discussions with project staff, (b) a review of all documentary records, (c) statistical analysis of quantitative data and (d) the evaluator's independent conclusions concerning the achievement of each of the 19 objectives set for the Career Education Project.

Given in Table 7.1 is a summary of the evaluation decision for each objective. An overall percentage was computed on the program objectives (a) Met, to the pre-specified performance criterion, (b) Partially met, at less than the specified criterion level of performance, and (c) Not met.

The data provide (a) an overall picture of the program performance with respect to its objectives and (b) input into the overall conclusions of the evaluator.

Below are the general conclusions reached by the evaluator regarding the achievement of project objectives. These conclusions were supported by the evaluation findings (see Table 7.1).

Goal Achievement

Program Development. The program development goals were met reasonably well during the term of the project. Two of the three objectives were met, per the criterion level of performance. The Community Advisory Council did not engage in the specified activities. It did, however, meet regularly to keep in touch with project events; and the membership did submit letters of endorsement to support the project application for extension.

Staff Development. The specified activities for this component were carried out, with respect to (a) staff role definition and (b) classroom teacher training. Project staff performance was reviewed and rated by the Project Director, but this was done fewer times than was specified in the objective.

Curriculum Development. Project staff performance exceeded the

TABLE 7.1:
SUMMARY OF EVALUATION DECISIONS BY PROJECT COMPONENTS

OBJECTIVE NUMBER	PROGRAM DEVELOPMENT	STAFF DEVELOPMENT	CURRICULUM DEVELOPMENT	PROGRAM DELIVERY	STUDENT OUTCOMES
1.1	A				
1.2	M				
1.3	M				
2.1		M			
2.11		A			
2.2		M			
3.1			M		
4.1				A	
5.11					M
5.12					N
5.13					N
5.14					M
5.15					N
5.21					A
5.22					A
5.31					A
5.32					A
5.33					N
5.4					N

[illegible]	f	%	f	%	f	%	f	%	f	%	Overall %
● Objective Met	2	66.6	2	66.6	1	100.0	0	0.0	2	18.1	36.8
● Partially Met	1	33.3	1	33.3	0	0.0	1	100.0	4	36.3	36.8
● Objective Not Met	0	0.0	0	0.0	0	0.0	0	0.0	5	45.4	26.3

KEY:
M = Objective Met
A = Objective Partially Met
N = Objective Not Met

criterion set for this component of the project. Staff developed approximately 14 times more exemplary units than were specified in the project's objectives. This was a most successful aspect of the entire project.

Program Delivery. Although there was a significant and substantial amount of instruction in career education during the project, variation by schools, grade levels, and time of year was observed and recorded.

That the objective was listed as having been met only partially was a function of the specification in advance that 100% of the career education units would be taught by at least half of the teachers available in each school.

As it turned out, a majority of the teachers did deliver instruction to their classes, using most of the curricula developed for their grade levels. The evaluator is satisfied that a substantial amount of field testing and program delivery did occur.

Student Outcomes. Forty-five percent of the Student Outcomes objectives were not met. These related to students developing significantly more positive attitudes toward school, work, themselves and others. Changes in attitude are most difficult to bring about. This is particularly true when one is working within a limited time-period, as was the case with the Career Education Project. Therefore, it was not surprising that objectives in this realm were not achieved. Within the time limit of the project, it appeared that the instructional program was more successful in reducing negative attitudes than in fostering positive ones.

For those objectives directed toward student gains in knowledge of careers, occupations, and the world of work, a substantial amount of success was attained in the program. This was true especially for the primary grades. However, at the intermediate and upper-elementary grades, the objectives were met only partially.

An examination of the program delivery data indicates that the instructional effort was weaker at these levels. The findings suggest that when fairly concentrated instruction is given, students will gain in the specified sets of knowledge. The findings suggest further than a substantially greater amount of time and effort than was available to this project are needed to bring about attitudinal changes in students.

General Observations and Recommendations

1. The program began with two major handicaps. First, the term of the project started two months before the program was staffed. Thus, when staff were secured for the project, they had to make up for the lost time. Second, the original goals for the program were vague and conceptual. Before staff could engage in goal-directed activity, the goals had to be clarified. This required program planning and staff effort while working in schools with teachers and students.

Despite these handicaps, events in the project were held on schedule. Moreover, the efforts of project staff and pilot school teachers and administrators were highly consistent with the specified intentions of the project.

2. The Career Education Curriculum Guide prepared through the project represents a valuable contribution to the school district. The units contained therein have been trial-tested by many teachers in the three pilot schools, in all grades, kindergarten through 8. Most teachers endorsed those units they tried as being educationally useful and practical. Moreover, they reported that the students' reactions were positive. Most of the teachers in the three pilot schools reported that they intended to adopt into their regular instructional program the career education units.

3. The evaluator endorses St. Louis Public Schools' current efforts to transport career education curricula developed through the program to all elementary schools in the system. This trend is considered healthy, and it is entirely consistent with the intentions of the Federal funding agency.

4. It is recommended that:

- The St. Louis Public Schools continue its commitment to career education.
- Teachers' experiences with the project-developed curricula should be recorded and analyzed regularly; modifications, additions, and deletions should be made as needed.
- In those elementary schools where elementary career education curricula have not yet been tried, administrators and teachers should develop a systematic plan for pilot-testing the material for possible adoption.
- Eventually, an effort should be made at the district-wide level to correlate the elementary career education programs with secondary "core-curriculum" programs, as well as work-study, and other career/occupation-related programs.
- The guidance portion of the career education program should be carefully re-thought. If change in student attitude is the desired outcome, careful consideration should be given as to the best way that this can be fostered within the school program.
- The nature of career education requires real, and realistic, experiences in and with the community; careful attnetion should be given to (a) involvement from the community in further development of the program and (b) providing meaningful community-based experiences to students in the program.
- Program delivery should be monitored; the data indicate that the program effect was strongest at those grades and in those schools where the most concentrated effort was made to provide career education instruction.

6. Body of the Report.

(f) Conclusions, Implications, and Recommendations for the Future.

Conclusions. On the basis of our experience with the Career Education Project, it was concluded that:

1. Productive curriculum change can be brought about through special staff working closely with classroom teachers to develop curricula and field-test those curricula in classrooms.

2. Career education learnings have been neglected. When given the opportunity to teach and learn about careers and the world of work, teachers and students are enthusiastic about this type of subject matter.

3. Career education learnings can be infused within the school subjects taught regularly in the elementary school.

4. Within career education, the relation between home, school, work, and society are drawn. Therefore, a more central role for the community needs to be developed for career education programs.

5. Gains in knowledge about career education and occupations are easier to achieve than gains in student self-awareness, decision-making, and achievement motivation.

6. When attempting to demonstrate positive change within three representative schools, Federally-funded projects need more time than the 18 months allowed the Career Education Project.

Implications. The implications drawn from the project experience were:

1. The task set for project staff called for them to write curriculum and provide teacher training simultaneously during the term of the project. Sufficient time should be allocated for these different sorts of tasks.

2. To infuse new curricula in the schools, it is necessary to go beyond merely preparing a written curriculum guide. Sufficient staff must be available to provide the necessary training and assistance, if the curriculum is to be used.

3. The commitment of top-level administrators in the district and in the school buildings is necessary, if new curricula are to be infused in the school.

4. For a curriculum guide to b [illegible] and utilized, the participation of actual cl [illegible] teachers at all grade levels in its preparation [illegible]sary.

5. District professional staff, working on special projects, operate more effectively when working toward goals, for which they are accountable, and in which they had a voice in determining.

Recommendations. The following recommendations for the future are put forward:

1. It is recommended that the school district support the dissemination/transportation of elementary career education curricula to all elementary schools in the system, based upon the generally successful performance of the project.

2. It is recommended that a permanent and Community Advisory Council be organized for the district career education program and that a meaningful role for this group be structured, to provide input into the program at the "grass-roots" level.

3. It is recommended that a task group be organized to re-frame and develop productive classroom approaches to the guidance component of an elementary career education program, building upon the start that was made in the project.

4. It is recommended that a study committee be activated to consider ways to correlate the elementary career education program and the existing secondary program which center around occupation education and the world of work.

5. It is recommended that this study committee, or a similar committee, direct attention to determining means for infusing career education into all subjects taught in the secondary schools, including the "core curriculum."

APPENDIX

LIST OF CAREER EDUCATION LESSONS DEVELOPED FOR THE CAREER EDUCATION CURRICULUM RESOURCE GUIDE

KINDERGARTEN

What Can I Do?

Mirror, Mirror on the Wall,
Who's the Fairest of Them All?

Nobody Is Just Like Me

Workers Who Keep Us Safe
(The Fireman)

Workers Who Keep Us Safe
(The Traffic Director)

Workers Who Keep Us Safe
(The Crossing Guard)

Workers In Our Neighborhood
(Service Station Attendant)

Work Watchers

Workers Within Our Schools

Workers Who Sell Us Food

The Librarian

Workers Who Help Us Travel
(The Bus Driver)

The Gardener

Job Jingles
(Nursery Rhymes)

Workers In Our School Neighborhood
(Construction Workers)

PRIMARY I

What Can I Do?

All About Me

Musical Feelings

Parents As Workers

Workers Who Come To My House

Music Makes The World Go
Around

Our Career Alphabet

Careers -In- Sight

Workers Who Provide Goods Or
Serivces

Workers Who Provide Services

Workers Who Provide Services
(Restaurant Workers)

Workers In A Toy Factory
(Making Stuffed Animals)

Career Bean Bag Toss (A Game)

Our Public Servants (Postal
Workers)

APPENDIX
(continued)

PRIMARY II

What Can I Do?

All About Me

Workers Who Keep Us Safe

Workers In Our Neighborhood

Workers In Our Neighborhood

Workers Who Help Us Look Our Best

Workers In The Community

Workers In The Community

Workers In The Post Office

PRIMARY III

What Can I Do?

All About Me

Workers In Our Neighborhood

Workers In Our Community

Workers And Their Tools

Discovering Our Saint Louis

Workers In Television

Workers In Our Readers

Workers Who Help Us Travel (The Airlines)

Workers Who Measure Things

Workers In Our Neighborhood (A Career Matching Game)

Workers From Planting To Market

Who Makes Our Bread?

Mayor For A Day (A Decision Making Activity)

Junior Secretaries At Work

Junior Mariners At Work

Junior Salesmen At Work

Junior Meterologists At Work

GRADES 4, 5, 6

Language Arts:

Let's Get It On!

The Good Box

Make A Job Sentence

Four Types of Sentences

Creative Writing Motivators

Vowel Sounds And Job Names

Compound Words

Work Related Compound Words

Job Match Ups (Synonyms)

Alphabetical Order In The World Of Work

Dividing Work Related Words Into Syllables

Tongue Twisters

Career Clusters I

APPENDIX
(continued)

GRADES 4, 5, 6

Mathematics:

How To Hold A Job

Graphing Salaries

How Workers Can Be Paid

Careers In The Motor Vehicle Industry

Social Studies:

Who's The Boss?

Activities For Improving Self-Awareness

Solving Problems

Career Clusters II

Analogies - Social Studies, World Of Work

Places To Work In The City

GRADE 4

Language Arts:

Workers Need Correct Grammar, Skills

Self Portrait

World Of Work Word Activities

Mathematics:

Shapes And Things To Work With

Social Studies:

Types Of Environments

Archaeologists

Mass Production

Science:

Tools Of The Trade

Health:

Leisure Time

Fine Arts:

My Future Profile

GRADE 5

Language Arts:

World Of Work Word Activities

Mathematics:

Spending To Satisfy Needs

Tools And Things To Work With

Social Studies:

Jobs For Immigrants

Manufacturers In St. Louis

Careers Of Noted Black Americans

Science:

We Care About Our Environment

Health:

Food For Fitness

Fine Arts:

Signs

APPENDIX
(continued)

GRADE 6

Language Arts:

World Of Work Word Activities

Mathematics:

A Bank Savings Account

Tools And Things To Work With

Social Studies:

Job Duties

Service Jobs

Problems Of Inner-City Dwellers

Who Would Work Here?

Science:

Jobs Involving Electricity

Health:

Workers Need Health Examinations

Fine Arts:

Workers In The Entertainment Business

GRADE 7

Language Arts:

What Is Available In The World Of Work?

Communication Careers In The Telephone Company

Interviewing Skills

The Library - A Source Of Information And Careers

Clerical Careers

Applying For A Job

Tourism Creates Careers

Mathematics:

The Banking World

People Work With Decimals

Consumer And Homemaking Careers Are Important

Driving For Pay

Science:

Ecology Is Everyone's Job

Public Health

Career Opportunities In The Health Field

A Return To The Sea

How Are You Going To Keep Them Down On The Farm?

Social Studies:

Helping To Unconver The Past

The Me I Know

Interests Can Lead To A Career

Occupations In Colonial America

Products Of Colonial America

Where Should Certain Businesses Locate?

APPENDIX
(continued)

GRADE 7

A Career In The Armed Forces

Black Politicians

Goods Have To Be Distributed

The Sky Above and The Job Below

Marine Science Careers

Helping People: For Fun And Profit

GRADE 8

Language Arts:

Careers In Journalism

Television, Radio, And Theater Careers

Advertising And Sales Careers

Is A Career In The Fine Arts For You?

Mathematics:

Computers And The Binary Base

Insurance Careers

Buildings Are Made By Construction Workers

The Stock Market

Taxes Are Also A Part Of Employment

Geometry Makes The Scene

Science:

First Aid In Careers

Utilizing Our Natural Resources

Conserving Our Natural Resources

Weather Related Careers

Social Studies:

Who Needs Who?

Labor - Yesterday And Today

Manufacturing And Mass Production

Public Service Careers And The Civil Service System

Growth Of Transportation

Jazz Was The Beginning

A Social Security Card Is Necessary Before Employment

Working Women

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ABSTRACT: CONTAINED IN THIS REPORT ARE DOCUMENTATION AND DATA RELATED TO DISSEMINATION OF THE PROJECT-DEVELOPED CAREER EDUCATION CURRICULUM RESOURCE GUIDE AND TO IMPLEMENTATION OF CAREER EDUCATION IN THE ELEMENTARY SCHOOLS OF THE ST. LOUIS PUBLIC SYSTEM. THE THREE SECTIONS OF THE REPORT ARE DISSEMINATION, STUDENT OUTCOMES, AND SUMMARY AND CONCLUSIONS. DISSEMINATION ACTIVITIES REPORTED ARE MEDIA PRESENTATIONS, PILOT SCHOOL WORKSHOP, AND SYSTEM-WIDE INSERVICE WORKSHOP WITH WORKSHOP FORMAT AND PARTICIPANT EVALUATION. THE STUDENT OUTCOME SECTION PRESENTS THE RESULTS OF CAREER KNOWLEDGE ACHIEVEMENT ASSESSED BY PRETESTING AND POSTTESTING RANDOM SAMPLES OF STUDENTS IN THE VARIOUS ELEMENTARY SCHOOLS. THE TESTS ARE BRIEFLY DESCRIBED AND THE RESULTS ARE REPORTED BY GRADE LEVELS. POSITIVE ATTITUDE CHANGES AND INCREASES IN CAREER KNOWLEDGE WERE FOUND AT ALL GRADE LEVELS, WITH MEASURABLE CHANGES FOLLOWING AN OBSERVABLE PATTERN REFLECTING INITIAL CAREER AWARENESS AND IMPROVED SELF-CONCEPT. THE FINAL SECTION BRIEFLY SUMMARIZES THE DISSEMINATION AND EVALUATION PROCEDURES AND OFFERS RECOMMENDATIONS FOR FUTURE ACTIVITIES. (NJ)

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CAREER

EDUCATION

PROJECT

SECOND YEAR END
EVALUATION REPORT

TRANSPORTABILITY

Prepared by

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Career Education Project
Project No. V361039L
Grant No. OEG-0-73-2966
Conducted Under
Part C of Public Law 90-576

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June, 1975

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CAREER EDUCATION PROJECT
ST. LOUIS PUBLIC SCHOOLS
TRANSPORTATION PHASE

INTRODUCTION

The activities and accomplishments of the Career Education Project were reported at the conclusion of the 18-month project period. It will be recalled that the Project Director and three elementary grade-level curriculum writers had produced a Curriculum Guide containing more than 120 exemplary Career Education units related to school subjects, suitable for use in grades Kindergarten through 8. Most of the learning activities contained in the Guide were trial tested under classroom conditions in three pilot schools.

The learning activities contained in the Guide had been prepared by project staff after substantial in-service and in-class interaction with the teachers in the pilot schools. One cooperating teacher at the primary, intermediate, and upper elementary grade levels in each of the three schools were identified to work closely with project staff. This organizational model seemed generally to be a workable one.

The project was scheduled to conclude at the end of December, 1974. Due primarily to the success experienced by the project in trial testing and producing for the District new curriculum in Career Education, the funding agency granted to the project an extension until June 30, 1975. The purpose for the extension was to transport Career Education concepts and the Curriculum Guide into the general program throughout all the elementary schools in the St. Louis Public School System.

Contained in this report are documentation and data related to the efforts of project staff to disseminate the Career Education Curriculum Resource Guide and to implement Career Education within the general education program of the elementary schools in the five districts comprising the St. Louis Public School System.

OVERVIEW

The three sections in this report are:

- Dissemination and other project activities
- Student outcomes
- Summary and conclusions

1.0 DISSEMINATION AND OTHER PROJECT ACTIVITIES

1.1 ADDITIONAL CURRICULUM DEVELOPED

Although a comprehensive Career Education Curriculu
Resource Guide was prepared by project staff and va
dated by the District Division of Curriculum, the Proje
Director, and the three project curriculum writers d
veloped additional material during July and Augus
1974. This material consisted of a half-dozen units co
relating Career Education with the Social Studies Cur
culum Guide, produced in the school district. Th
Career Education/Social Studies units were field test
in the schools and prepared for distribution by the en
of the first semester.

1.2 MEDIA PRESENTATION

Throughout the summer, 1974 project staff worked
develop a multi-media slide-tape presentation about e
mentary Career Education and the project. Featur
were scenes from the three pilot schools wherein exe
plary curricula were being field tested. The multi-me
presentation was completed prior to the opening
school for the 1974–75 year. This presentation w
used subsequently in workshops given by project sta

1.3 PILOT SCHOOLS WORKSHOP

Toward the end of August 1974 project staff presented a workshop to the combined staff of the three pilot schools to put the finishing touches on the project. During this workshop the Career Education units were reviewed comprehensively. Procedures for implementing the infusion of Career Education/Self-Awareness learnings in the school program were reviewed. Topics, such as communication skills; world of work field trips; guidance practices; and other resources for career education received treatment during the in-service.

1.4 SYSTEM–WIDE IN–SERVICE WORKSHOPS FOR PROGRAM IMPLEMENTATION

Project staff planned a series of five two-day workshops to transport the project to those schools not involved in the project during the pilot phase. One workshop was scheduled for each of the five sub-districts in the school system. The plan called for each elementary school to send three key teachers to the workshop. Of the three teachers, one was to represent the primary level, one the intermediate level, and one the upper elementary level.

The teachers selected were to serve as program facilitators in their respective buildings. Project staff intended to serve as resource persons to the facilitators, to assist with the successful implementation of the program. The intended outcome was that the Career Education Curriculum Resource Guide would be used in each elementary school for a basis for infusing Career Education and Student Self-Concept development throughout all curricula areas.

Project staff prepared a schedule which called for the five workshops to be presented between the end of September through the end of October, 1974. The first three workshops were held as scheduled.

However, the fourth workshop was held in November and the fifth in early December, 1974. The delay was caused by a city-wide tax levy election, toward which a substantial number of school personnel directed time and effort.

The specifics of the five district workshops are:

District/Site of Workshop	Workshop Date
Cleveland–Southwest Nottingham School	September 25–26
Banneker: Central–Vashon Carr Lane School	October 2–3
Beaumont–Sumner Beaumont Ninth Grade Center	October 15–16
Northwest–Soldan Hempstead Branch School	November 19–20
McKinley–Roosevelt L'Ouverture School	December 3–4

1.41 WORKSHOP FORMAT

The workshop program was similar for all teacher-representatives from the several sub-districts. Materials exhibits were program features during both days of the workshop. The thrust for the first day was:

- Arriving at a definition of Career Education and goals associated with it
- Large and small group lectures and discussions on the goals, concepts, and activities in the lessons contained in the Curriculum Resource Guide

The program for the second day focused upon:

- Guidance approaches in elementary Career Education, by grade levels
- Media presentation, Career Education in the St. Louis Public Schools
- Demonstration and discussions of Career Education lessons and activities by grade level

1.42 PARTICIPANT EVALUATION OF THE WORKSHOP

At the conclusion of each two-day workshop, the participants provided feedback to the workshop planners through completing the instrument, In–Service Evaluation. This instrument contained four items related to: (a) the physical setting for the workshop; (b) participant gaining information/materials to use in the classroom; (c) opportunities for participants to express ideas about the project; and (d) the planning and organization of the in-service.

The questions were phrased to allow the respondents to answer each question with a YES or NO. Ample space was provided for comments regarding each question.

The responses were summarized by the evaluator. Shown in Table 1 are the proportions of positive responses to each item, by sub-districts.

The overall reaction of the selected representatives who attended the workshop was positive.

With respect to the physical setting for the workshop, the negative reactions centered upon use of rooms (changes, separating and brining groups together).

With respect to participants' opportunity to express their ideas on the project, the majority of negative reactions centered upon "adequate time for discussion." The majority of these comments came from persons attending the fifth workshop. It was apparent that the workshop leaders ran short of time, in the view of some of the participants.

Similarly, the negative ratings on Workshop Planning and Organization by participants in the first workshop centered almost exclusively upon Time and Scheduling (inadequate time to follow-up on certain areas; too much time devoted to certain topics; etc.).

The rationales underlying the ratings assigned by workshop participants and can be illuminated through a review of their written comments. The comments for each of the four topics were organized according to the major themes expressed. The results of this thematic analysis are given in Table 2.

The majority of comments about the Workshop Physical Setting were positive. The largest percentage of negative comments centered on temperature, noise, and space for large and small group instruction. The displays, charts, and bulletin board set-ups, as well as the friendly atmosphere of warm hospitality established in the workshop, were singled out for positive comments.

The topic Information/Materials for Classroom Use elicited comments which were positive in a substantial num-

TABLE 1:
POSITIVE REACTION OF PARTICIPANTS TO DISTRICT CAREER EDUCATION DISSEMINATION WORKSHOPS, BY PERCENT

	DISTRICTS				
ITEM	Cleveland–Southwest	Banneker: Central–Vashon	Beaumont–Sumner	McKinley–Roosevelt	Northwest–Soldan
▪ Workshop Setting	88.6	100.0	80.0	97.3	100.0
▪ Gained Information/ Materials for Classroom Use	97.7	100.0	100.0	98.6	98.4
▪ Opportunity to Express Your Ideas on the Project	97.7	98.1	96.4	98.6	82.3
▪ Workshop Planning and Organization	59.1	98.2	100.0	93.2	98.2
	N = 44	N = 52	N = 55	N = 74	N = 62

ber of cases. The thrust of the negative comments centered around the extent to which information was exchanged and explanations were provided.

With respect to Participant Opportunity to Express Ideas, the facilitators expressed positive opinions regarding the large and small group format and the extent to which expression of ideas was encouraged. Negative comments pointed out the lack of sufficient discussion time. However, nearly all these comments were from the participants in the fifth workshop (Northwest—Soldan).

The participants endorsed strongly the overall workshop format. Negative comments related to Workshop Planning and Organization centered around timing and scheduling (promptness, amount of time used in organizational matters, and adequacy of time for various topics).

1.43 FURTHER ACTIVITIES

At mid-semester, the period of external funding for the project concluded. At nearly the same time, the voters of St. Louis rejected a tax levy increase, resulting in a financial crisis for the schools. The three staff who had served as grade-level curriculum writers during the project returned to the classroom as teachers. The Project Director carried forward the program from that point, assisting teachers to implement the Career Education curriculum.

Working through the teacher-facilitators who had attended the in-service workshops, the Director worked toward program implementation throughout all the schools through providing mini-workshops and demonstrating the program in the classroom. Also, the Director drew in community resource persons as consultants.

TABLE 2:
THEMES OF COMMENTS EXPRESSED BY PARTICIPANTS
IN FIVE DISTRICT WORKSHOPS, BY PERCENT

TOPIC	THEMES OF COMMENTS	NO. COMMENTS	PERCENT POSITIVE COMMENTS	PERCENT NEGATIVE COMMENTS
PHYSICAL SETTING	Atmosphere, hospitality	34	91.2	8.8
	Space, Room for large and small group instruction	199	54.8	45.2
	Displays, Charts, Bulletins	72	100.0	0.0
	Facilities; temperature; noise	51	52.9	47.1
INFORMATION/ MATERIALS FOR CLASSROOM USE	Displays, Charts, Games	25	96.0	4.0
	Exchange Information, Explanations	74	83.8	16.2
	Idea Interchange, Practical, Relevant	110	97.3	2.7
OPPORUNITY TO EXPRESS IDEAS	Varied Group Size	6	100.0	0.0
	Encouraged Expression of Ideas	62	91.9	8.1
	Adequate Discussion Time	41	32.6	63.4
WORKSHOP PLANNING AND ORGANIZATION	Overall Format	36	97.2	2.8
	Communication, including leaders' organization of ideas	27	85.2	14.8
	Time; Scheduling	49	34.7	65.3
	Materials, including amount and relevance	6	66.6	33.3

Taken together, the data indicate that the set of workshops was received well by those teachers who attended them. Since this in-service represented an initial step toward transporting the Career Education Project into elementary schools throughout the entire system, it appeared that the program was successful. The three grade-level representatives appeared to have received preparation during the workshop sufficient for their later participation in the program.

At the district-wide level, the Project Director worked toward correlating Career Education with existing programs operated by the art, music, special education, and physical education departments, as well as the librarians.

Superintendents' Task Force

During this time period, the Superintendent convened a special task force to study the effects and effectiveness of the Career Education program begun in the school system. The task force contained district and building-level school administrators, teachers from the project pilot schools, curriculum specialists, and personnel from existing work-study and vocational education programs. Secondary school teachers and principals were represented in the group, as well.

The group conducted surveys, made observations, and heard feed-back reports from teachers, students, and parents who had been involved in the program. Moreover, they heard reports from the Advisory Council which had worked with the project.

The evaluator monitored one meeting of this group and himself presented a report. It appeared to the evaluator that the group was proceeding very systemmatically in its task.

The recommendation which flowed from the deliberations of the Superintendents' Task Force was that (a) career education should be extended systemmatically throughout all elementary grades; (b) career education should be infused within the subjects taught regularly within the secondary schools; and (c) career education should be blended within existing high school work-study programs, to extend them beyond their relatively narrow confines. Produced by this group was a comprehensive analog model for infusing career education throughout the entire school system.

2.0 STUDENT OUTCOMES

2.1 INTRODUCTION

As noted in Section 1, the Career Education Project information was communicated to St. Louis City Public School teachers through Dissemination Workshops conducted by CEP personnel.

Five two-day workshops were conducted; one workshop for each of the following districts.

- Banneker: Central–Vashon
- Beaumont–Sumner
- Cleveland–Southwest
- McKinley–Roosevelt
- Northwest–Soldan

The basic dissemination model followed was that of training trainers who could/would transmit the information and techniques learned to other teachers within their schools. The success of this model in this case is based upon five major assumptions.

- The information to be disseminated is of sufficient quality to positively effect learners.
- The workshops are conducted in such a manner as to "turn-on" the participants to the procedures being transmitted.
- The participants receive sufficient skill training to communicate the information to others.
- The teachers/participants have sufficient time and opportunity within their home schools to transmit the learned information and skills.
- The classroom teachers have sufficient time and opportunity to implement Career Education during the 1974–1975 school year.

Violation of any one of these assumptions would be enough to negate any positive effects emerging in student outcomes during the past school year.

Examination of the model assumptions follows.

- Quality of Information. This is the second year of the Career Education Project. During its first year, materials were developed and tested in three schools. The quality level of the materials was documented during the pilot project year (see Final Project Evaluation Report, prepared by Evaluative Research Associates).
- Workshop Participants "Turned On" to Career Education. Participant evaluations of the workshops were generally positive (see Section 1). However, as generally anticipated some of the participants were not overly positive about the experience. Even though these persons represented the minority of teachers, these few teachers would be likely not to complete the communication chain.
- Workshop Participants Sufficiently Trained. No direct evidence was collected pertaining to this assumption. However, if it could be assumed that teacher ratings are directly related to the quality of instruction, the overall ratings presented in Section 1 would suggest that the teachers felt that they learned about Career Education from their participation in the Workshops.
- Sufficient Time and Opportunity to Pass-On Information. The timing of the workshops would suggest that only minimum time was available to many of the teachers to disseminate information within their own schools.
- Sufficient Time for Teachers to Implement Career Education. Because of the inherent slowness of the dissemination process throughout a district the size of St. Louis Public Schools, it could be expected that many teachers would have only minimal opportunity to implement Career Education Curricula during the 1974–1975 school year. Moreover, it could be anticipated that the degree of implementation for these materials would systemmatically increase during the next two to three years.

Because of these concerns, Evaluative Research Associates felt that the 1974–1975 Student Outcome Evaluation should be focused among general trends and indications of success of dissemination procedures.

Within this framework, measures of career knowledge achievement and attitudinal levels were administered to random samples of students during the early Fall 1974 and late Spring 1975. Pre and post test data were collected for samples of 376 students in Kindergarten through Grade 3 and 609 students in Grades 4 through 8 randomly selected from the following 35 schools.

- **Banneker: Central–Vashon**
  - **Ames**
  - **Banneker**
  - **Blair**
  - **Blewett Jr. High**
  - **Carver**
  - **Columbia**
  - **Eliot**
  - **Henry**
  - **Jefferson**
  - **Lowell**

- Beaumont–Sumner

Bates	Stevens
Cote Brilliante	Washington
Harrison	Williams
Hickey Elementary	Yeatman
Simmons	

- McKinley–Roosevelt

Clinton	Hodgen
Fanning	Waring

- Northwest–Soldan

Arlington	Herzog
Cook	Scullin
Ford	Stowe
Hamilton	Walbridge
Hempstead	

All data were collected by St. Louis City School District personnel. The sampling procedures were set up and test analyses were completed by Evaluative Research Associates. One-tailed t-tests, repeated measures design, were applied to the data to determine the signficance of positive changes. The .20 level of confidence was applied to the data.

2.2 PRIMARY LEVEL: K–3

Career knowledge achievement was assessed using the Career Knowledge Test (Fulton, 1974, Evaluative Research Associates). The CK is a picture test yielding three subtest scores and a total score..

- Similarities—–Measures students' abilities to match the pictured occupation which is most like the key named occupation.
- Differences—–Measures students' abilities to match the pictured occupation which is most different from the key named occupation.
- Tools—–Measures students' abilities to match the pictured tool which would most likely be used by an individual in the key named occupation.

The CK is individually administered to Kindergarten students and group administered to Grade 1 through 3 students. The examinees mark their responses in the consumable test booklets. These booklets are hand scored to obtain the four scale scores.

The student attitude levels were assessed using the Student Attitude Survey, Forms A and C (Evaluative Research Associates, 1974). Each of the forms contains two scales.

- SAS, Form A
  - ☐ Attitude Toward Self
  - ☐ Attitude Toward Others
- SAS, Form C
  - ☐ Attitude Toward School
  - ☐ Attitude Toward Work

Both of these instruments are picture tests, produced in hand-scored consumable test booklets. They are individually administered to students in Kindergarten and group administered to students in Grades 1 through 3.

2.21 OVERALL, GRADES K–3

Pre and post test results were obtained for 376 students on the SAS. The results are presented in Figure 1. As can be noted from the figure, significant positive change was found on one scale, Attitude Toward Self. No positive significant changes were found for the other three scales.

- Attitude Toward Others
- Attitude Toward School
- Attitude Toward Work

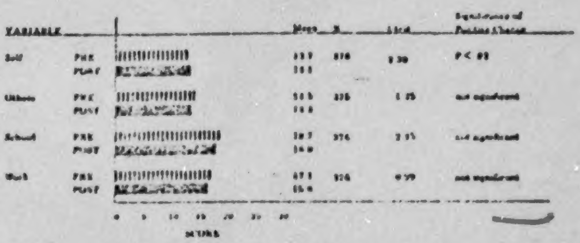

FIGURE 1: Attitude test results, K–3

Pre-post achievement test results were obtained for 373 students in Grades K–3. The results are presented in Figure 2. Significant positive changes were found on three of the four scales.

- Similarities
- Tools
- Total

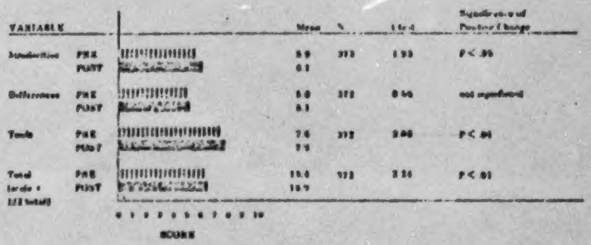

FIGURE 2: Career Knowledge test results, K–3

The only non-significant result was found on the Differences scale. This subtest is the most difficult one in that it requires divergent thinking. Therefore, it is not surprising that this would be the one scale not to show significance.

2.22 KINDERGARTEN

Test results were obtained for 79 students on the SAS and 78 students on the CK. The results are presented in Figure 3 for the SAS and Figure 4 for the CK.

As can be noted from Figure 3, significant positive change was obtained on one of the SAS scales.

- Attitude Toward Work

The slight increase in the Attitude Toward School scale needs to be pointed out since the scores on this scale most generally tend to drop off toward the end of the school year. This small increase may denote success in modifying the more normal decrease. No significant results in Attitudes Toward Self or Others were noted.

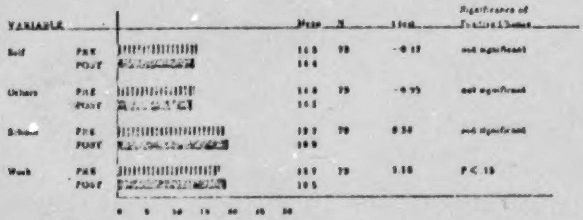

FIGURE 3: Attitude test results, Kindergarten

Significant positive change was found on one achievement scale, Tools (see Figure 4). This suggests positive impact at the Kindergarten level since in increasing difficulty, learning is usually first observed on the Tools subtest, then Similarities and then Differences.

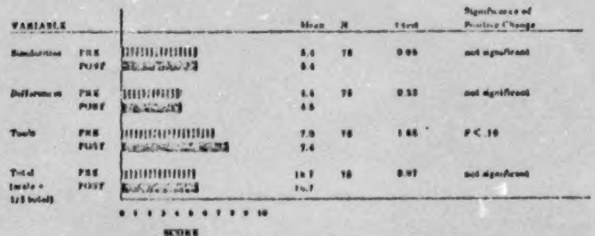

FIGURE 4: Career Knowledge test results, Kindergarten

These results would seem to indicate that beginning career awareness materials, including associated attitudinal curricula, are being positively implemented into some of the Kindergarten classes.

2.23 GRADE 1

SAS, Forms A and C attitudinal test results were obtained for 101 Grade 1 students. No significant results were obtained (see Figure 5).

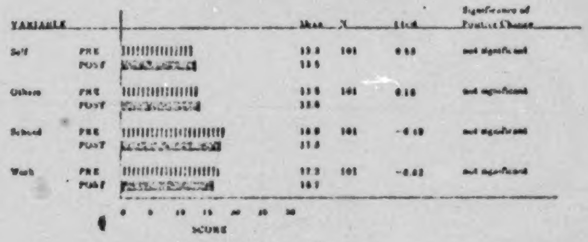

FIGURE 5: Attitude test results, grade 1

Career achievement data were obtained in the fall and spring for 100 first grade students. These results are presented in Figure 6. Significant positive changes were obtained on two scales.

- Tools
- Total

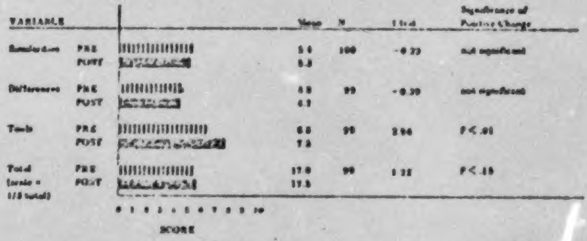

FIGURE 6: Career Knowledge test results, grade 1

However, as can be noted from Figure 6, the significant mean Total test score positive change is due to the relatively large mean change on the Tools subtest.

These results would suggest that there was some positive implementation of beginning awareness curricula, but that the attitudinal aspects of the curriculum had no observable impact.

2.24 GRADE 2

Pre-post test results on the SAS were obtained for 95 students. The results are presented in Figure 7. Significant positive change was obtained on one scale.

- Attitude Toward Self

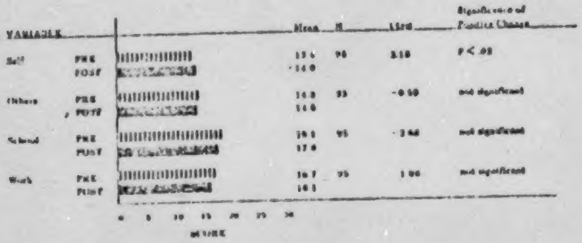

FIGURE 7. Attitude test results, grade 2

No other significant positive attitudinal changes were found.

Pre- and post-test career achievement data were obtained on the CK for 95 second grade students. Significant positive changes were obtained on two of the three scales (see Figure 8).

- Similarities
- Tools

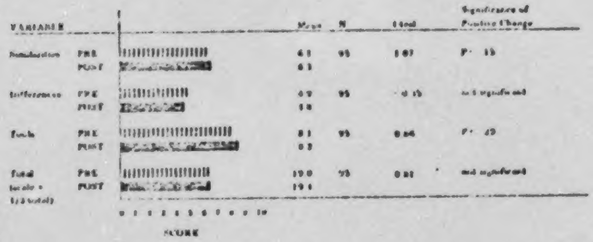

FIGURE 8. Career Knowledge test results, grade 2

As can be observed from Figure 8, neither of these changes showed strong progress. Nevertheless, they do represent change in the desired direction.

These results indicate that at Grade 2 only minimum progress was made in implementing Career Awareness curriculum. However, the progress made seems to have included both career knowledge and self-awareness.

2.25 GRADE 3

Student data were obtained for 100 third grade students. The results indicate that the Career Education program had its greatest impact, at the primary level, at the third grade.

Significant attitudinal change was obtained on one scale.

- Attitude Toward Self

No positive changes were noted on the other three attitudinal scales. These results are presented in Figure 9.

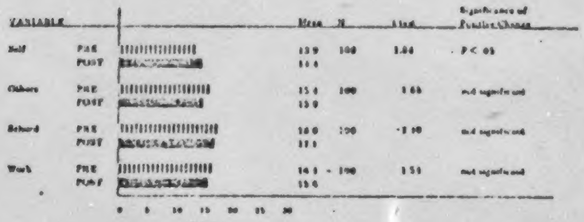

FIGURE 9. Attitude test results, grade 3

Significant positive changes were noted on three of the four Career Knowledge scales (see Figure 10).

- Similarities
- Differences
- Total

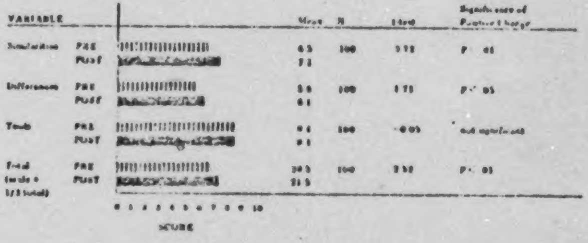

FIGURE 10. Career Knowledge test results, grade 3

Evidently, at the third grade level, the career education program enhances student abilities in both convergent and divergent thinking related to occupational groupings.

2.3 INTERMEDIATE LEVEL: GRADES 4–8

Career knowledge achievement was assessed using the Orientation of Career Concepts Test Series (Fulton and Tolsma, 1974, Evaluative Research Associates). The OCC assesses what an individual knows about ten aspects of the work world. The test is produced in ten separate reusable booklets. Students record their responses on a separate optical scan type answer sheet which is machine scored. Descriptions of the ten scales follow.

- **Work Awareness**
  This test is designed in story form to assess the student's ability to related children's daily activities to adult work.

- **Worker Activities**
  This test measures the student's knowledge of what different workers do in their various occupations.

- **Vocational Vocabulary**
  This test measures the student's knowledge of work-related words.

- **Absurdities**
  This test assesses, through the usage of simple line drawings, the student's awareness of occupational incongruities.

- **Occupational Similarities**
  The test measures the student's ability to identify occupations that have common aspects.

- **Occupational Tools**
  The test measures the student's knowledge of the tools, machines, or instruments used by workers.

- **Work Stories**
  The test is designed in story form to assess the student's ability to relate an individual's interests, abilities, and hobbies to possible occupations.

- **Working Conditions**
  This test measures the student's knowledge of the working conditions of various workers.

- **Occupational Training**
  The test measures the student's knowledge of the length of training required for entry into various occupations.

- **Worker's Earnings**
  The test assesses the student's knowledge of the relative amount of money a person may expect to earn in different occupations.

The student attitude levels were assessed using the Student Attitude Survey, Forms B and D (Evaluative Research Associates, 1974). Eleven scales are obtained from these two tests.

- SAS, Form B
  - Positive Self Index
  - Negative Self Index
  - Positive Other Index
  - Negative Other Index
  - Positive Personal Index
  - Negative Personal Index
- SAS, Form D
  - Positive School Index
  - Negative School Index
  - Achievement Need
  - Positive Work Index
  - Negative Work Index

These tests are produced in two separate reusable test booklets. Student responses are marked on an optical scan type answer sheet which is machine scored.

Except for Achievement Need, a high score on a scale indicates a positive attitude.

- Positive scales——a high score indicates acceptance of positive attitudes.
- Negative scales——a high score indicates rejection of negative attitudes.

On Achievement Need, an ideal score equals 9 points. An extreme score in either direction represents an undesirable need level.

- Low score——little concern for achievement.
- High score——high concern for achievement, at any cost.

2.31 OVERALL, GRADES 4–8

The Student Attitude Survey, Forms B and D were administered in the Fall 1974 and Spring 1975 to 609 Grade 4–8 students. The numbers of students with complete scale results ranged from 600 to 609. This difference is a function of students omitting answering some of the items.

The survey results are presented in Figure 11. It can be noted from the figure that there were both positive and negative changes. However, four of these changes showed significant positive growth.

- Negative School Index
- Achievement Need
- Negative Self Index
- Negative Personal Index

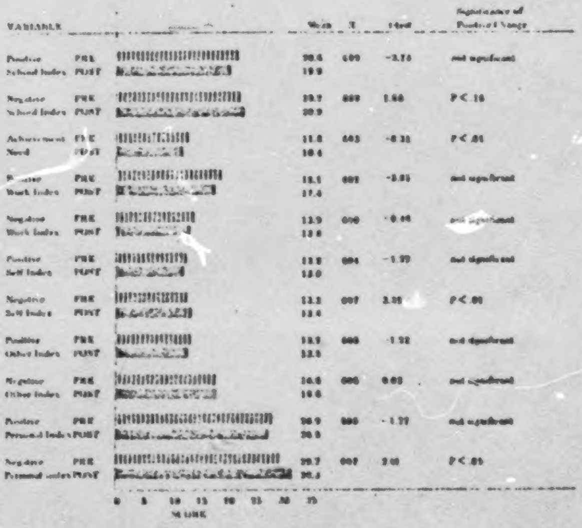

FIGURE 11: Attitude test results, grades 4–8

It is interesting that the major changes reflect a reduction in student identification with negative attitudes. There were no increases in identification with positive attitudes. Moreover, the major significant changes were associated with how students see themselves. This is in contrast to how students view school and/or work.

Pre-post career achievement test data were obtained on 614 Grade 4–8 students. All ten OCC tests were administered. The numbers of students completing each of these tests actually ranged from 606 to 614.

Significant positive growth was noted for five of the ten tests (see Figure 12).

- Work Awareness
- Worker Activities
- Absurdities
- Occupational Similarities
- Occupational Tools

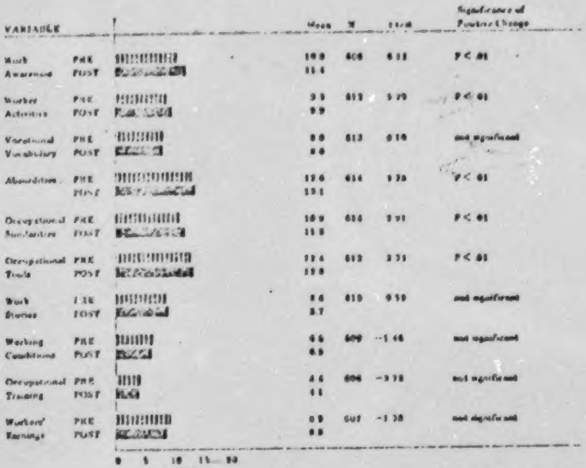

FIGURE 12: Career knowledge test results, grades 4–8

Except for the Vocational Vocabulary and Work Stories tests, these five tests represent the predominant focus of the Career Education Project developed curriculum (see Final Project Evaluation Report, prepared by Evaluative Research Associates).

These results would suggest that for the intermediate grades, as a whole, the dissemination/implementation process for Career Education has been reasonably successful. Nonetheless, the program impact seems to be greatest in cognitive development, with minor impact on affective characteristics.

Moreover, the generally low level knowledge demonstrated on the subtests

- Working Conditions,
- Occupational Training, and
- Workers' Earnings

is somewhat disconcerting. Particularly the results for the latter two tests, since these represent prerequisite knowledge for proactive occupational planning.

2.32 GRADE 4

Fall and Spring attitudinal assessments were obtained for 114 Grade 4 students. Of the 11 attitudinal constructs assessed, significant positive changes were obtained on four scales (see Figure 13).

- Achievement Need
- Negative Self Index
- Negative Other Index
- Negative Personal Index

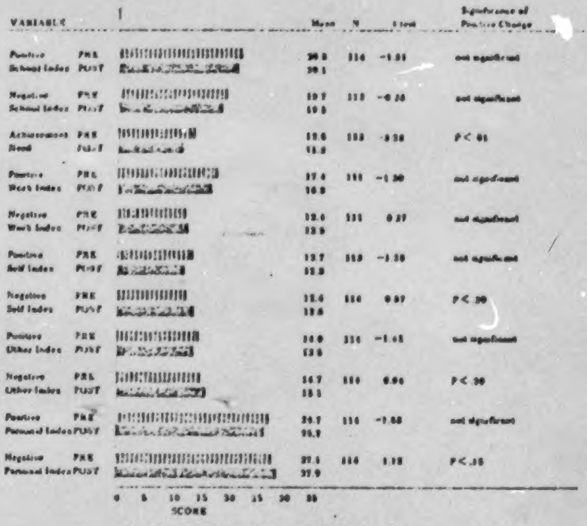

FIGURE 13: Attitude test results, grade 4

In the latter three instances, the changes represented an increased rejection of negative attitude traits. There were no corresponding changes in acceptance of positive traits. None of the work and school scales showed significant positive change.

Pre and post achievement test results were obtained for 117 students. The results are summarized in Figure 14. As can be noted from the figure, significant positive changes were obtained on three of the ten tests.

- Work Awareness
- Worker Activities
- Absurdities

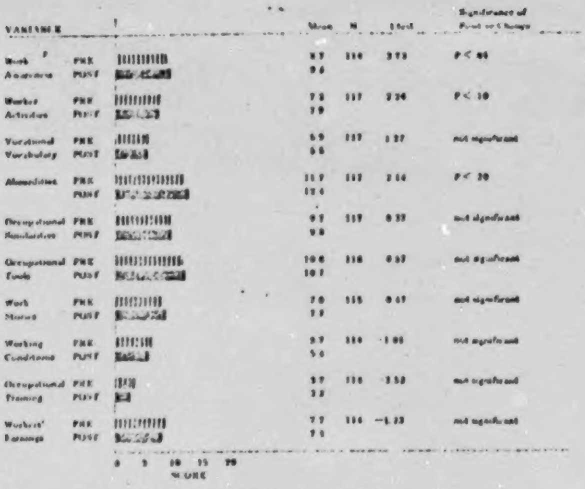

FIGURE 14 Career knowledge test results, grade 4

It should be noted that all three of these tests measure similar learnings from different vantage points.

- Work Awareness—–relations between home/family activities and occupations.
- Worker Activities—–types of activities related to occupations
- Absurdities—–incongruities between pictured activities/related characteristics and occupations denoted

These results would suggest that initial career awareness activities, including some self awareness, were implemented at the fourth grade level.

2.33 GRADE 5

Attitudinal data were collected on 112 Grade 5 students. Significant positive changes were obtained on three of the scales (see Figure 15).

- Negative School Index
- Achievement Need
- Negative Self Index

As with Grade 4, the significant positive changes reflect decreases in negative attitudes. None of the corresponding positive attitude scales showed significant increases.

Career knowledge achievement was pre- and post-tested on 112 students. Significant positive growth was obtained for five of the ten areas assessed (see Figure 16).

- Work Awareness
- Worker Activities
- Absurdities
- Occupational Similarities
- Occupational Tools

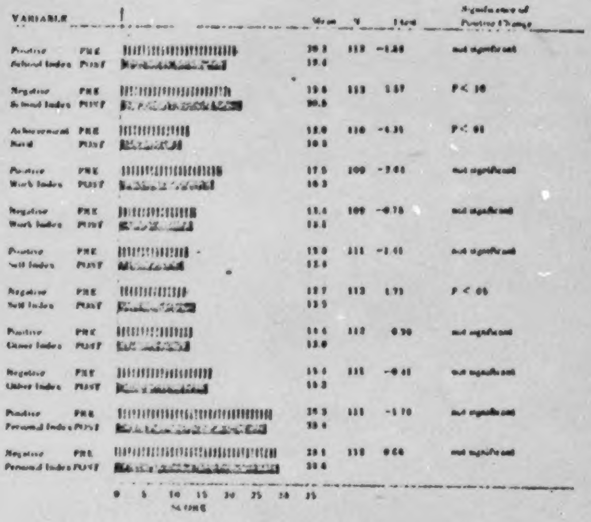

FIGURE 15 Attitude test results, grade 5

It was somewhat surprising that there was no significant increase in Vocational Vocabulary, particularly with changes apparent in these other five tests.

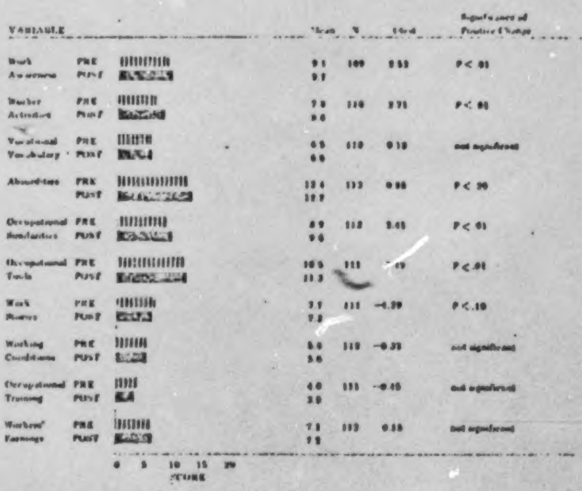

FIGURE 16: Career knowledge test results, grade 5

2.34 GRADE 6

Attitudinal and career knowledge achievement data were obtained for 120 and 121 sixth graders, respectively.

16

Summaries of the results are presented in Figures 17 and 18.

Only two significant positive changes were obtained on attitudinal variables (see Figure 17).

- Achievement Need
- Negative Self Index

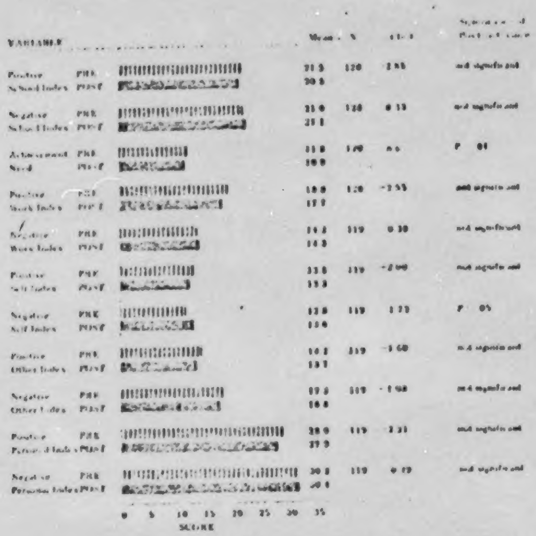

FIGURE 17. Attitude test results, grade 6

Similarly, only two significant positive changes were obtained on career knowledge (see Figure 18).

- Work Awareness
- Worker Activities

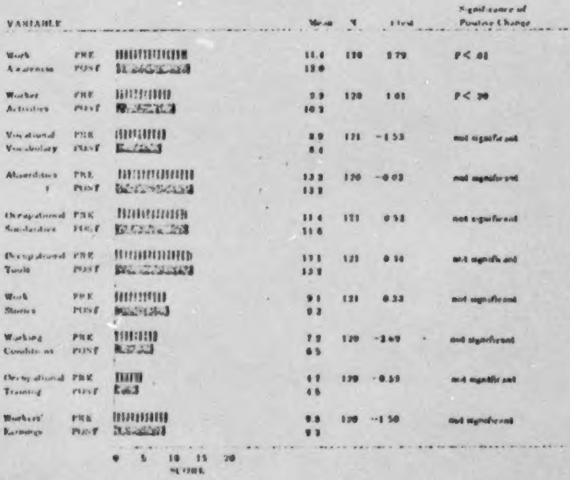

FIGURE 18. Career knowledge test results, grade 6

These results suggest that the dissemination of the Career Education Curricula made only minimum impact at the sixth grade level.

2.35 GRADE 7

Attitudinal and career knowledge measurements were obtained on a sample of 115 Grade 7 students. The results are summarized in Figures 19 and 20.

Significant positive changes were obtained on five of the 11 administered attitudinal scales during the 1974–1975 school year (see Figure 19).

- Achievement Need
- Positive Self Index
- Negative Self Index
- Positive Personal Index
- Negative Personal Index

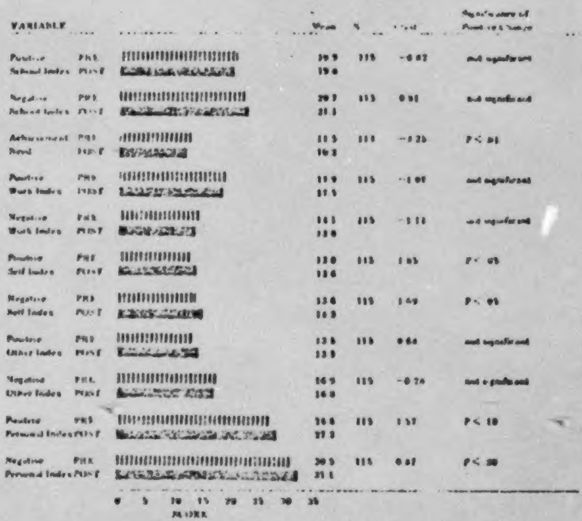

FIGURE 19. Attitude test results, grade 7

As can be noted from these results, the significant changes occurred in the self-concept area. Moreover, these changes represented increases in both the acceptance of positive attitudes and the rejection of negative attitudes.

The relative stability in mean scores for both the Positive and Negative School Index scales is worth noting. Neither of these scales reflected the normally found decrease between Fall and Spring testing. This lack of decrease may, in itself, represent further significant results.

All but three of the career knowledge tests showed significant positive change (see Figure 20). The seven tests showing positive change were:

- Work Awareness
- Worker Activities
- Vocational Vocabulary
- Absurdities
- Occupational Similarities
- Occupational Tools
- Work Stories

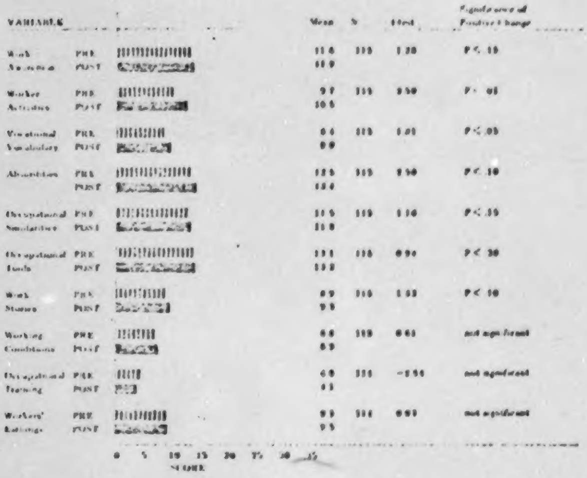

FIGURE 20 Career knowledge test results, grade 7

These results indicate that the implementation of Career Education Curricula had considerable student impact at the seventh grade level. Particular success was found in the areas of

- Initial Career Awareness,
- Self-Concept, and, perhaps,
- Attitudes Toward School.

2.36 GRADE 8

Pre and post test data were obtained for samples of

- 135 students on the attitudinal measures, and
- 137 students on the career knowledge achievement measures.

The attitudinal data are summarized in Figure 21. It can be noted from the figure, that there were significant positive changes on four of the 11 scales.

- Achievement Need
- Negative Self Index
- Negative Other Index
- Negative Personal Index

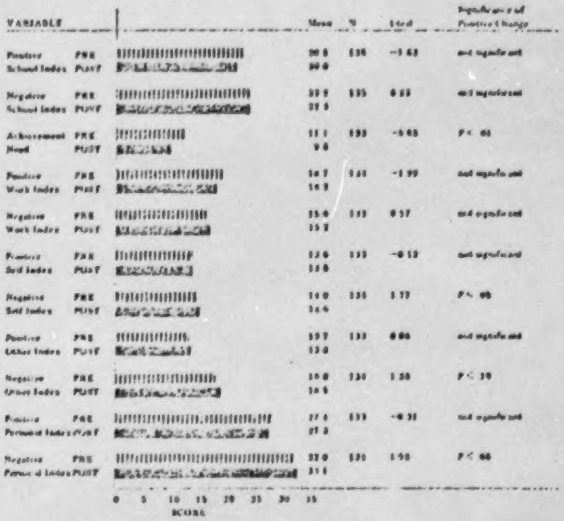

FIGURE 21 Attitude test results, grade 8

These significant changes reflect increases in the rejection of negative attitudes. Moreover, the significant scales directly related to self-concept.

Five of the ten career knowledge tests showed significant positive change (see Figure 22).

- Work Awareness
- Worker Activities
- Absurdities
- Occupational Similarities
- Occupational Tools

The eighth grade results were highly similar to those found at several other grade levels. Specifically, demonstrated growth related to initial Career Awareness, including changes in self-concept, particularly related to the rejection of negative attitudes.

2.4 IN SUMMARY

Student outcome data were collected for samples of stu-

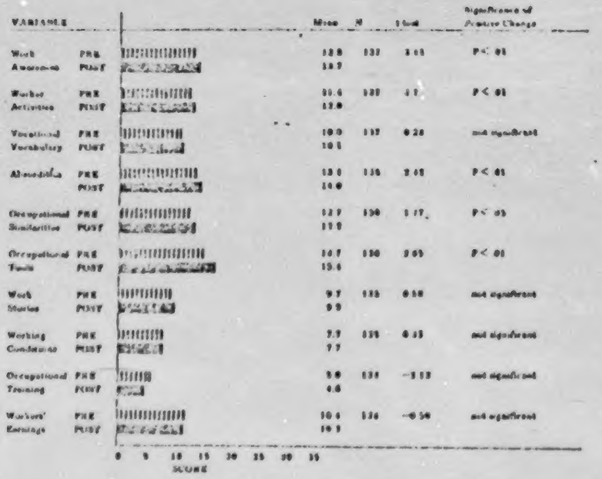

FIGURE 11 Career knowledge test results, grade 8

dents in grades Kindergarten through 8. The following tests were administered.

- PRIMARY LEVEL
  - Attitudes—Student Attitude Survey, Forms A and C
    - Kindergarten: 79 students sampled
    - Grade 1: 101 students sampled
    - Grade 2: 95 students sampled
    - Grade 3: 100 students sampled
  - Achievement—Career Knowledge Test
    - Kindergarten: 78 students sampled
    - Grade 1: 100 students sampled
    - Grade 2: 95 students sampled
    - Grade 3: 100 students sampled

- INTERMEDIATE LEVEL
  - Attitudes—Student Attitude Survey, Forms B and D
    - Grade 4: 114 students sampled
    - Grade 5: 112 students sampled
    - Grade 6: 120 students sampled
    - Grade 7: 115 students sampled
    - Grade 8: 135 students sampled
  - Achievement—Orientation to Career Concepts Series
    - Grade 4: 117 students sampled
    - Grade 5: 113 students sampled
    - Grade 6: 121 students sampled
    - Grade 7: 115 students sampled
    - Grade 8: 137 students sampled

The student outcome results suggest that the dissemination/implementation process successful at the beginning career awareness level. At most grade levels the cognitive aspects of the program reflected greater impact than the affective aspects of the program. It should be noted that this result is consistent with the first year project evaluation results.

More specifically, growth in achievement was noted most often in the initial awareness areas such as

- Occupational Tools and
- Work Awareness.

Changes in attitude were most often related to self-concept, including, at the intermediate levels, achievement need.

It needs to be noted that the specific results differed from grade level to grade level. However, the general trend tended to reflect the basic strengths previously noted.

Moreover, at most levels, the attitudinal data reflected minimal impact on attitudes toward school and work and maximum impact in reducing negative self-concept.

The achievement areas showing little or no gain were, at the intermediate level, • Working Conditions • Occupational Training • Workers' Earnings.

3.0 CONCLUSIONS AND RECOMMENDATIONS

3.1 CONCLUSIONS

The period covered by this report included the final phase of the Career Education Project, project termination, and transportation of the elementary career education program into schools throughout the district. From the information presented in the report, (a) a reasonable and achievable set of activities were arranged for the time period; (b) the several tasks were performed well and in a timely manner; and (c) a reasonably good beginning was made in transporting career education from a small pilot project to a school-wide program.

The preparation of additional career education lessons for infusion into the district social studies program appeared to the evaluator as a means to extend the program, demonstrating the effectiveness of infusing career education within regular school subjects.

The preparation of the multi-media presentation served a number of useful pruposes, all of which were related to program transportation and dissemination.

3.2 THE DISSEMINATION WORKSHOPS

The model of implementing a career education program, working through teacher-facilitators at the three major grade level divisions within each school was shown to be successful during the project. Therefore, this same model was used during the transportation phase.

The dissemination workshops, offered within the school system by sub-districts, were viewed positively by most of the participants. It is presumed that these persons helped to facilitate the use of the Curriculum Resource Guide and the infusion of career education in the respective elementary schools.

3.3 STUDENT OUTCOMES

Pre and post measurement of random samples of students in the various elementary schools revealed:

- Positive attitude changes and increases in career knowledge were found at all grade levels.

The measureable changes followed an observable pattern, reflecting • initial career awareness and • improved self-concept.

While the achievement and attitudinal student outcome data showed generally positive trends, it should be emphasized that these reflect initial level changes. The program was implemented in the schools following the district-wide workshops. Therefore, many teachers had little time or opportunity to implement career education during the 1974--75 school year. For measurably significant changes in student attitude and knowledge to be attained, an extensive instructional program must be delivered repeatedly to students.

Some of the teachers selected as grade-level facilitators expressed negative attitudes at the conclusion of their workshop. It is questionable whether these persons were enthusiastic and effective facilitators of the program, back in their home-base schools. For the program to become a viable, integrated program in a school system as large as the St. Louis Public Schools, intensive and extensive in-service and other system resources are needed.

The configuration of the data suggests that the transportation of career education into this school program is at an initial stage. The process seems to be well begun. The resources from the Federal project were used wisely, with the intention of adopting the successful aspects of the program into the schools. The work of the Superintendents' Task Force indicates both top-level and grass-roots support for the program.

3.4 RECOMMENDATIONS

It is recommended by Evaluative Research Associates that a comprehensive program be developed and implemented to reach all elementary teachers with the message of career education. Included in this program would be concepts, skills, attitudes, and curricula. This program should be a support system to assist teachers to extend and enhance current instructional activities.

The Superintendents' Task Force recommendations concerning extending career education upward into the high school program should be implemented when it becomes possible for the school district to do so.

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ABSTRACT: THE PROBLEM OF THIS STUDY WAS TO IDENTIFY, VERIFY, AND VALIDATE COMMON AFFECTIVE DOMAIN COMPETENCIES OF STUDENTS IN THE VOCATIONAL AREAS OF AGRICULTURE, BUSINESS AND OFFICE, DISTRIBUTIVE, HOME ECONOMICS, AND INDUSTRIAL EDUCATION. PUBLICATIONS REPRESENTING THESE AREAS WERE REVIEWED TO ELICIT COMMON AFFECTIVE DOMAIN COMPETENCIES. THESE IDENTIFIED COMPETENCIES WERE VERIFIED BY SUBMITTING THEM TO A RANDOM SAMPLE OF EMPLOYEES, EMPLOYERS, AND TEACHERS IN THE TARGETED VOCATIONAL AREAS. STATE-LEVEL DIRECTORS OF VOCATIONAL EDUCATION VALIDATED THE COMPETENCIES VIA THE DELPHI TECHNIQUE USING TWO PROBES. CONCLUSIONS INDICATED A GENERAL AGREEMENT AMONG THE GROUPS SURVEYED AS TO THE COMMON AFFECTIVE DOMAIN COMPETENCIES AND THEIR IMPORTANCE IN LEARNING. THE VERIFICATION OF COMPETENCY STATEMENTS BY PERCENT OF YES RESPONSE IS SHOWN IN TABLE FORM. THREE ADDITIONAL TABLES DISPLAY THE AFFECTIVE COMPETENCIES STRONGLY RECOMMENDED, THOSE RECOMMENDED, AND THOSE RECOMMENDED AS A SECONDARY GOAL, WITH PROBE ITEM NUMBER, AFFECTIVE DOMAIN CLASSIFICATION, AND ITEM-ITEM CORRELATION ACROSS PROBES. A CONDENSED VERSION OF THE AFFECTIVE DOMAIN OF THE TAXONOMY OF EDUCATIONAL OBJECTIVES APPEARS IN THE APPENDIX. ALSO APPENDED IS A LIST OF THE COMPETENCY STATEMENTS WITH THE MODAL RESPONSE TO PROBE ONE. (NJ)

INSTITUTION NAME: TENNESSEE UNIV., KNOXVILLE. DEPT. OF VOCATIONAL-TECHNICAL EDUCATION.

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COMMON AFFECTIVE DOMAIN COMPETENCIES AMONG VOCATIONAL STUDENTS

BY

ANTHONY G. PORRECA AND JOHN J. STALLARD

1975

THE TENNESSEE RESEARCH COORDINATING UNIT
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Final Report

COMMON AFFECTIVE DOMAIN COMPETENCIES OF STUDENTS AMONG VOCATIONAL AREAS

A Mini - Grant Research Project
Presented to
The Tennessee Research Coordinating Unit

by
Anthony G. Porreca
and
John J. Stallard
June 1975

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FOREWORD

This project report is another effort by the Tennessee Research Coordinating Unit for Vocational Education to support and disseminate results of relevant research in vocational education.

The study was undertaken by individuals within the Department of Vocational-Technical Education at the University of Tennessee who felt that a listing of common affective domain competencies could be utilized to meet various learner needs in vocational programs and provide a basis to establish common experiences among vocational education programs.

It is hoped that the procedures and findings summarized in this report will be helpful to both researchers and practitioners in planning and decision-making for vocational education. The RCU welcomes any questions or comments pertaining to the mini-grant project report.

Garry R. Bice
RCU Director

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The gracious cooperation and continued interest of the directors of vocational education who participated in this study are greatly appreciated. Their contribution to this research was essential. The input of the employees, employers, and vocational teachers who participated were also vital to the study. In addition, the cooperation received from the State of Tennessee and the Research Coordinating Unit at The University of Tennessee, Knoxville, under the direction of Dr. Garry Bice is also appreciated.

The continuous and tireless work, suggestions, and understanding of Alice Kolbe, business education student who provided the secretarial assistance for this study, are greatly appreciated.

Anthony G. Porreca
John J. Stallard

ABSTRACT

COMMON AFFECTIVE DOMAIN COMPETENCIES OF STUDENTS AMONG VOCATIONAL AREAS

by

Anthony G. Porreca

and

John J. Stallard

The problem of this study was to verify common affective domain competencies of students among vocational-technical areas and to validate (through the Delphi technique) common affective domain competencies of students among the vocational areas of agriculture, business and office, distributive, home economics, and industrial education.

The relevancy of today's complex and interrelated world of work is more meaningful to youth and adults, as well as teachers of vocational education, if competencies within the affective domain are a major part of the learning sequence and not merely incidental learning. The affective domain competencies identified in this study as common to vocational education will serve to limit the haphazard teaching of affective domain competencies and provide direction for further inquiry. Common affective domain competencies of students among vocational areas of agriculture, business and office, distributive, home economics, and industrial education provide a basis to establish common experiences among vocational education programs. Vocational programs in various localities could utilize the listing of common affective domain competencies to meet various learner needs.

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The following procedures were completed to identify the common affective domain competencies of students among vocational areas: (1) reviewed and elicited common affective domain competencies from publications representing agriculture, business and office, distributive, home economics, and industrial education; (2) verified the elicited common affective domain competencies by submitting the identified competencies to groups of employees, employers, and agriculture, business and office, distributive, home economics, and industrial education teachers (The preceding procedures were executed to verify the elicited common affective domain competencies, therefore synthesizing the common affective domain competencies.); and (3) validated the affective domain competencies by state-level directors of vocational education to determine the degree of commonality.

Two separate samples were used in the study. Sample One was used to verify the synthesized common affective domain competencies and consisted of 191 persons randomly selected from the East Tennessee and Southwest Virginia areas. The sample included 40 employees in vocational-technical occupations, 51 employers of vocational-technical graduates, and 100 secondary and area vocational teachers representing the five vocational service areas. Sample Two was used to validate the common affective domain competencies among vocational students and was composed of 48 state-level directors of vocational education. Validation was completed through the Delphi technique using two probes.

The primary source for statistical procedures was the Statistical Package for the Social Sciences. The SPSS statistical package was used to determine: (1) the Probe One and Probe Two modal responses to each competency statement, and (2) the nonparametric rank-order correlation coefficients between each Probe One competency statement to each corresponding Probe Two competency statement, which also included a test of statistical significance.

CONCLUSIONS

The conclusions of this study are as follows:

1. State-level directors of vocational education appear to agree that there are common affective domain competencies of students which exist among vocational areas of agriculture, business and office, distributive, home economics, and industrial education.

2. The perceptions among employees, employers, and secondary and area school vocational teachers appear to be similar to the perceptions of state level directors of vocational education as to what constitutes affective domain competencies.

3. Employees, employers, and secondary and area school vocational agriculture, business and office, distributive, home economics, and industrial teachers appear to have similar perceptions concerning what are important affective domain competencies for employment career success. Of the 111 statements, 95 percent were considered important by at least 80 percent of the respondents.

4. Affective domain competencies appear to provide a commonality of learning which link agriculture, business and office, distributive education, home economics, and industrial education.

5. Common affective domain competencies of students among vocational areas appear to be as important as cognitive domain and psychomotor domain competencies in vocational-technical education.

RECOMMENDATIONS

Common affective domain competencies of students among vocational areas could be utilized to:

1. supplement and complement cognitive domain and psychomotor domain vocational competencies;

2. assist the development of students' values clarification in vocational education;

3. develop competency-based instruction in vocational education;

4. recognize the existence of common goals among the multidimensional vocational goals of agriculture, business and office, distributive, home economics, and industrial education;

5. strengthen the homogeneity mission of vocational education;

6. encourage vocational teacher education programs to assist vocational teachers in the development of learning environments which foster students' affective domain vocational competencies; and

7. assist youth and adults in career education, special (needs) education, disadvantaged groups' programs, and in-house business and industry programs toward sustained-gainful employment.

INTRODUCTION

Common affective domain competencies are concerned with the emotional development of the student and are related to students' interests, attitudes, values, and goals. Although vocational skill training is essential for initial job entry and for upward mobility, merely offering cognitive and psychomotor educational experiences to any learner may not be sufficient. The vocational and career-oriented students who lack essential knowledge of common affective domain competencies may experience a loss of enthusiasm, confidence, or optimism for their work.

Employable competencies, both cognitive and psychomotor perhaps provide the learner with initial job-entry competencies for employment. Affective domain competencies, concerned with learners' interests, attitudes, values, and goals are equally as important as other competencies for sustained employment success.

Common affective domain vocational competencies serve as the common thread to agriculture, business and office, distributive, home economics, and industrial education and demonstrate the across-the-board mission of these vocational areas. Perhaps through the identification and implementation of common affective domain competencies, vocational education classroom teachers—middle through post-secondary levels—will recognize the common mission among vocational education areas. Common affective domain competencies in vocational-technical education demonstrate the commonality that exists among the vocational education areas.

Training for refinement of skills only may limit one's awareness of the world of work. The working individual, in an effort to achieve employment satisfaction, needs opportunities to develop interests, attitudes, values, and goals in understanding various roles related to a chosen vocation. Common affective domain vocational competencies would assist instruction for career education, disadvantaged groups' programs, and in-house business and industry training programs.

The purpose of this study was to verify and validate common affective domain competencies among vocational areas. There is a need for all vocational students to acquire specific preparation to gain employment. Perhaps some of these understandings, which are identified as common affective domain competencies among vocational areas, will serve as a foundation of employability in any occupational endeavor.

Contribution to Vocational Education

The vocational education coordination of agriculture, business and office, distributive, home economics, and industrial education has made a strong impact on our educational system, affecting the preparation of youth in pre-vocational middle schools, secondary schools, area vocational schools, junior high schools, and junior and senior colleges. The result of this coordination has also made a tremendous impact on teacher preparation for vocational education.

Implied in a comprehensive vocational program is an assumption that a common element exists in the preparation of youth and adults for a career. What are these common elements of learning or perhaps common affective domain competencies? Is there a basic, common relationship among all vocational areas that should be identified as common competencies?

Perhaps the identified common affective domain competencies will:

1. strengthen the efforts of agriculture, business and office, distributive, home economics, and industrial education in assisting youth and adults toward gainful employment,
2. assist each vocational area in reorganizing its individual contribution and relationship to broader goals for vocational competency through homogeneity, and
3. establish initially the commonalities which exist among vocational areas.

Perhaps this research will assist local school administrators, classroom teachers, state education consultants, and collegiate professors to understand and implement the meaning of a comprehensive program in vocational education. A relationship identified through common affective domain competencies does exist among several occupations and careers.

Summary

The relevancy of today's complex and interrelated world of work is more meaningful to youth and adults, as well as teachers of vocational education, if competencies within the affective domain are a major part of the learning sequence and not merely incidental learning. The affective domain competencies identified in this study as common to vocational education will serve to limit the haphazard teaching of affective domain competencies and provide direction for further inquiry.

The researchers believe that the affective domain competencies reported in this study can provide initial data for further research.

STATEMENT OF THE PROBLEM

The problem of this study was to verify and validate common affective domain competencies of students among vocational areas.

RATIONALE

Common affective domain competencies of students among vocational areas of agriculture, business and office, distributive, home economics, and industrial education provide a basis to establish common experiences among vocational education programs. Vocational programs in various localities could utilize the listing of common affective domain competencies to meet various learner needs.

OBJECTIVES

The two objectives of this study were:

1. to verify the common affective domain competencies of students among vocational-technical areas of agriculture, business and office, distributive, home economics, and industrial education, and
2. to validate (through the Delphi technique) the common affective domain competencies of students among vocational areas of agriculture, business and office, distributive, home economics, and industrial education.

SCOPE AND LIMITATIONS OF THE STUDY

The study encompassed the five vocational areas of (1) Agriculture, (2) Business and Office, (3) Distributive, (4) Home Economics, and (5) Industrial Education. Consumer and Health Education areas were not included as specific areas to verify and validate the common affective domain competencies.

The study, perhaps being the initial research to identify common affective domain competencies of students among vocational areas, is limited to the extent that the 111 common affective domain competencies among vocational areas provide a basic, initial listing of such competencies.

DEFINITION OF TERMS

Affective Domain--Objectives which emphasize a feeling, tone, an emotion, or a degree of acceptance or rejection. Affective objectives vary from simple attention to selected phenomena to complex but internally consistent qualities of character and conscience.[1] Values, attitudes, and interests are essential components of the affective domain.

Levels of Affective Domain—A reprint of a condensed version of the affective domain of the "Taxonomy of Educational Objectives," which is in The Classification of Educational Goals, Handbook II: Affective Domain,[2] is included in Appendix A. The inclusion of the shorter explanation of the affective domain categories and sub-division does not imply that these descriptors are full explanations of the categories. Rather, the researchers included in this final report Appendix A of the original work by Krathwohl and others to serve the reader of this report. One is encouraged to refer to the original work by Krathwohl, Bloom, and Masia.

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[1] David R. Krathwohl, Benjamin S. Bloom, Bertram R. Masia, The Classification of Educational Goals, Handbook II: Affective Domain, New York: David McKay Company, 1964, p. 7.

[2] Ibid.

METHODOLOGY

The following procedures were completed to identify the common affective domain competencies of students among vocational areas:

1. Reviewed and elicited common affective domain competencies from publications representing agriculture, business and office, distributive, home economics, and industrial education.
2. Verified the elicited common affective domain competencies by submitting the identified competencies to groups of employees, employers, and agriculture, business and office, distributive, home economics, and industrial education teachers.
   The above procedures were executed to verify the elicited common affective domain competencies, therefore synthesizing the common affective domain competencies.
3. Validated the affective domain competencies by state-level directors of vocational education to determine the degree of commonality.

Validation was completed through the Delphi technique using two probes. Probe One was distributed to 56 directors of vocational education. Probe Two (Appendix B) was distributed to 49 directors of vocational education. Copies of the transmittal and follow-up letters are included

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in Appendix B. The reported findings of this study are based on the responses of complete data received from 48 directors of vocational education.

Verification of Competencies

Total composite responses from employees, employers, agriculture teachers, business and office teachers, distributive education teachers, home economics teachers, and industrial education teachers were analyzed. Data relating to verification of the competency statements are included in the Findings, page 8.

Validation of Competencies

The primary source for statistical procedures was the Statistical Package for the Social Sciences.[3] The SPSS statistical package was used to determine: (1) the Probe One and Probe Two modal responses to each competency statement, and (2) the nonparametric rank-order correlation coefficients between each Probe One competency statement to each corresponding Probe Two competency statement, which also included a test of statistical significance.

SAMPLE

Two separate samples were used in this study. Sample One was used to verify the synthesized common affective domain competencies. The sample size included 191 persons who were randomly selected from the East Tennessee

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[3] Norman H. Nie, et. al. Statistical Package for the Social Sciences, second edition, McGraw-Hill Book Company, New York, 1975.

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and Southwest Virginia areas. The composition of Sample One was as follows:

40 Employees in Vocational-Technical Occupations,

51 Employers of Vocational-Technical Occupations, and

100 Secondary and Areas Vocational School Teachers composed of the following:

- 24 Agriculture Teachers
- 21 Business and Office Teachers
- 22 Distributive Education Teachers
- 16 Home Economics Teachers
- 17 Industrial Education Teachers

Sample Two was used to validate the common affective domain competencies among vocational students and was composed of 48 state-level directors of vocational education. The group of 48 directors was composed of the following participants:

44 State Directors of Vocational Education

1 State-Level Director from the District of Columbia,

1 State-Level Director from Guam,

1 State-Level Director from Trust Territory of the Pacific (Mariana Islands), and

1 State-Level Director from the Virgin Islands.

FINDINGS

The problem of this study was to verify and validate common affective domain competencies of students among vocational areas.

Verification of Competencies

The sample used to verify each statement of the researchers' constructed affective domain competencies was composed of employees, employers, secondary and area school vocational agriculture, business and office, distributive, home economics, and industrial education teachers. Employees were asked whether each competency was or was not important in relation to their present work situation. Employers were asked whether each competency was or was not important for their workers to possess. Vocational teachers of the five service areas were asked whether or not each competency should be taught to their vocational students. The respective groups were asked to state their perceptions either as "yes" or "no." One-hundred ninety one individuals responded to the verification process. Table I reflects the composite data indicating a percentage of the total respondents who perceived each statement as "yes" thereby indicating its importance as a competency. Also, the tables indicate a percentage of the responses of each respective group for each competency. The following findings relate to this aspect of the study:

1. When the 40 employees were asked whether each competency was important in relation to their work situation, the following data were reported: 73 of the 111 statements received a rating of 90 percent or above; 33 statements received a rating of 80 - 89 percent; 3 statements received a rating of 70 - 79 percent; and 2 statements received a rating of 60 - 69 percent.

2. When the 51 employers were asked whether each competency was important for their workers to possess, the following data were reported: 61 of the 111 statements received a rating of 90 percent or above; 35 statements received a rating of 80 - 89 percent; 6 statements received a rating of 70 - 79 percent; 4 statements received a rating of 60 - 69 percent; 4 statements received a rating of 50 - 59 percent; and 1 statement received a rating of 40 - 49 percent.

TABLE I

VERIFICATION OF COMPETENCY STATEMENTS
PERCENT YES RESPONSES
n=191

Statements	Employees n=40	Employers n=51	Teachers AG n=24	BO n=21	DE n=22	HE n=16	IE n=17	Total Percent
1	88	88	100	95	100	75	94	91
2	80	57	100	91	100	100	94	89
3	85	90	100	100	100	100	100	96
4	88	76	96	91	95	75	83	86
5	90	84	96	81	95	88	88	89
6	80	92	100	71	78	88	77	84
7	78	55	96	57	100	82	59	75
8	63	53	96	77	95	94	71	78
9	75	66	100	66	91	82	59	77
10	85	82	92	100	86	94	88	90
11	95	100	96	100	100	88	100	97
12	85	75	92	91	78	57	88	81
13	98	98	100	100	91	94	100	97
14	98	100	100	100	91	88	100	97
15	93	94	100	100	100	100	94	97
16	90	86	96	86	91	94	88	90
17	93	88	100	100	95	94	100	96
18	93	75	92	81	95	69	77	83
19	93	98	100	100	91	94	94	96
20	98	100	100	100	95	94	100	98
21	98	100	100	95	86	69	94	92
22	90	98	100	95	86	69	88	89
23	83	84	96	91	86	69	77	84
24	93	100	100	95	95	82	100	95
25	93	100	100	86	82	75	100	91
26	90	100	100	95	86	88	94	93
27	98	98	100	95	91	82	94	94
28	90	100	100	95	91	75	94	92
29	80	75	88	77	86	69	71	78
30	95	88	100	91	86	88	94	92
31	93	97	100	91	91	88	100	94
32	88	94	100	91	91	82	94	91
33	83	92	92	86	82	82	83	86
34	95	96	96	95	95	82	100	94
35	98	98	100	95	95	75	94	94

TABLE I

VERIFICATION OF COMPETENCY STATEMENTS
PERCENT YES RESPONSES
(Continued)

Statements	Employees n=40	Employers n=51	Teachers AG n=24	Teachers BO n=21	Teachers DE n=22	Teachers HE n=16	Teachers IE n=17	Total Percent
36	80	82	100	95	86	69	77	84
37	90	84	96	95	95	63	71	85
38	88	65	96	91	86	63	77	81
39	95	90	100	91	95	75	94	91
40	83	84	100	66	91	63	88	82
41	78	90	92	71	86	69	94	83
42	88	69	100	100	95	100	83	91
43	85	66	96	100	95	100	88	90
44	90	97	100	100	95	100	100	97
45	95	98	100	100	100	94	100	98
46	98	100	100	100	100	94	100	99
47	93	94	100	100	100	94	94	96
48	98	100	100	100	91	94	100	98
49	90	96	100	100	91	94	100	96
50	88	86	96	95	82	75	83	86
51	85	92	100	95	82	88	100	92
52	90	86	96	81	95	88	88	89
53	95	98	100	95	95	94	100	97
54	80	71	96	71	86	88	83	82
55	68	53	96	66	86	69	71	73
56	85	88	96	91	95	94	77	89
57	90	82	100	95	95	94	94	93
58	95	94	96	81	82	88	83	88
59	93	90	96	91	91	94	83	91
60	95	100	100	100	95	88	100	97
61	93	98	100	95	95	75	100	94
62	85	96	100	81	86	100	100	93
63	90	82	100	81	100	75	88	88
64	88	86	100	86	95	75	88	88
65	95	94	96	91	95	82	88	92
66	85	71	96	62	95	82	71	80
67	98	94	100	100	100	100	94	98
68	90	84	100	95	95	100	88	93
69	88	84	88	95	100	88	83	89
70	95	92	100	100	95	100	94	97

TABLE I

VERIFICATION OF COMPETENCY STATEMENTS
PERCENT YES RESPONSES
(Continued)

Statements	Employees n=40	Employers n=51	Teachers AG n=24	BO n=21	DE n=22	HE n=16	IE n=17	Total Percent
71	90	84	100	77	86	94	77	87
72	95	100	100	100	100	88	100	98
73	90	88	100	95	95	75	94	91
74	90	92	100	95	100	82	94	93
75	85	82	92	81	95	82	83	86
76	70	49	100	66	86	50	65	69
77	100	100	100	100	100	94	94	98
78	100	91	100	95	95	94	94	96
79	95	94	96	100	91	88	88	93
80	85	88	100	100	95	94	94	94
81	93	88	100	95	95	94	100	95
82	88	86	100	100	91	88	94	92
83	95	91	96	95	100	100	94	96
84	98	88	100	100	95	94	94	96
85	93	81	100	95	100	82	94	92
86	93	97	92	100	95	88	94	94
87	95	91	100	91	91	94	94	94
88	80	84	100	77	91	88	71	84
89	100	94	100	95	100	88	94	96
90	93	82	96	91	91	75	88	88
91	83	91	100	86	91	88	100	91
92	88	81	100	86	91	88	94	90
93	83	83	100	66	69	88	83	82
94	85	100	100	91	95	94	100	95
95	93	84	96	86	82	69	94	86
96	95	94	100	91	91	94	100	95
97	93	84	96	95	100	94	88	93
98	93	88	96	86	91	88	94	91
99	100	97	100	95	95	69	100	94
100	88	78	92	66	82	94	83	83
101	100	92	100	95	100	88	100	96
102	98	93	100	81	95	94	94	94
103	93	94	100	95	100	94	94	96
104	93	97	100	95	95	88	88	94
105	100	91	100	95	95	88	88	94

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TABLE I

VERIFICATION OF COMPETENCY STATEMENTS
PERCENT YES RESPONSES
(Continued)

Statements	Employees n=40	Employers n=51	Teachers AG n=24	BO n=21	DE n=22	HE n=16	IE n=17	Total Percent
106	98	97	100	95	95	88	100	96
107	98	98	100	95	100	94	100	98
108	100	100	100	95	100	94	94	98
109	95	98	100	95	95	94	94	96
110	93	87	100	100	100	88	94	95
111	95	88	100	100	91	82	94	93

3. When the 24 vocational agriculture teachers were asked whether each statement should be taught to their vocational students, the following data were reported: 110 of the 111 statements received a rating of 90 percent or above; and 1 statement received a rating of 80 - 89 percent.

4. When the 21 business and office teachers were asked whether each statement should be taught to their vocational students, the following data were reported: 80 of the 111 statements received a rating of 90 percent or above; 16 statements received a rating of 80 - 89 percent; 7 statements received a rating of 70 - 79 percent; 7 statements received a rating of 60 - 69 percent; and 1 statement received a rating of 50 - 59 percent.

5. When the 22 distributive education teachers were asked whether each statement should be taught to their vocational students, the following data were reported: 86 of the 111 statements received a rating of 90 percent or above; 22 statements received a rating of 80 - 89 percent; 2 statements received a rating of 70 - 79 percent; and 1 statement received a rating of 60 - 69 percent.

6. When the 16 home economics teachers were asked whether each statement should be taught to their vocational students, the following data were reported: 43 of the 111 statements received a rating of 90 percent or above; 42 statements received a rating of 80 - 89 percent; 12 statements received a rating of 70 - 79 percent; 12 statements received a rating of 60 - 69 percent; and 2 statements received a rating of 50 - 59 percent.

7. When the 17 industrial education teachers were asked whether each statement should be taught to their vocational students, the following data were reported: 67 of the 111 statements received a rating of 90 percent or above; 28 statements received a rating of 80 - 89 percent; 13 statements received a rating of 70 - 79 percent; 1 statement received a

rating of 60 - 69 percent; and 2 statements received a rating of 50 - 59 percent.

When the total percentages of the 191 sampled respondents were compiled, the following data were reported: 75 of the 111 statements received a rating of 90 percent or above; 30 statements received a rating of 80 - 89 percent; 5 statements received a rating of 70 - 79 percent; and 1 statement received a rating of 60 - 69 percent.

Validation of Competencies

Tables II - IV include the common affective domain competencies among vocational areas as perceived by 48 state-level directors of vocational education. Each table represents one level of importance as perceived by state-level directors of vocational education. Respondents were provided six choice value levels: (1) strongly against; (2) do not recommend; (3) recommend as a minor goal; (4) recommend as a secondary goal; (5) recommend; and (6) strongly recommend.

The responses to Probe One were highly correlated with responses to Probe Two. The high correlation of competency statements on Probe One with competency statements on Probe Two resulted in statistically significant levels of correlation ($p < .001$) in almost all instances.

Tables II, III, and IV also report: (1) the competency statement number as listed on Probes One and Two (see Appendix B), (2) the affective domain classifications (see Appendix B), and (3) the nonparametric rank-order correlation coefficient and the statistical significance level between each Probe One competency statement to each corresponding Probe Two competency statement.

TABLE II

STRONGLY RECOMMEND COMMON AFFECTIVE DOMAIN COMPETENCIES BASED ON PROBE TWO MODES

Competencies	Probe Item Number	Affective Domain Classification	Item-Item Correlation Across Probes
1. Develops some awareness of evaluating interests and abilities with realistic occupational goals	3	1.1	.5474***
2. Accepts need for accuracy in business, industry, and education	11	1.2	.4119**
3. Generates work independently without constant supervision	14	1.3	.4922***
4. Practices care of occupational possessions (tools)	19	2.1	.5360***
5. Follows directions	20	2.1	.6051***
6. Displays promptness in work	21	2.1	.5800***
7. Practices safe work habits	24	2.2	.5314***
8. Practices a safety-minded and knowledgable approach to work at all times	25	2.2	.5377***
9. Practices good health habits	26	2.2	.5589***
10. Practices care for good personal appearance, character traits, and attitudes	27	2.2	.4152**
11. Possesses a sense of responsibility for providing service	39	2.2	.4584***

TABLE II
(Continued)

COMMON AFFECTIVE DOMAIN COMPETENCIES BASED ON PROBE TWO MODES

Competencies	Probe Item Number	Affective Domain Classification	Item-Item Correlation Across Probes
12. Assumes responsibility for the property and safety of the customer	41	2.2	.3251*
13. Gains personal satisfaction from gainful employment	44	2.3	.5624***
14. Displays personal desire to get along with others	46	2.3	.4783***
15. Derives personal satisfaction in accomplishment of quality of work	53	2.3	.4059**
16. Displays personal satisfaction in creating a favorable image with prospective customer	56	2.3	.5486***
17. Demonstrates an appreciation for quality of work	60	3.1	.5396***
18. Accepts the need to verify work in business--accuracy	61	3.1	.4027**
19. Prefers positive attitudes about work	67	3.2	.4961***
20. Accepts dignity of work	72	3.3	.6140***
21. Accepts and practices loyalty, honesty, and trustworthiness	77	3.3	.4318***

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TABLE II
(Continued)

COMMON AFFECTIVE DOMAIN COMPETENCIES BASED ON PROBE TWO MODES

Competencies	Probe Item Number	Affective Domain Classification	Item-Item Correlation Across Probes
22. Maintains sound professional conduct	78	3.3	.5006***
23. Holds information confidential in his/her work	79	3.3	.5609***
24. Attempts to utilize effective decision-making processes	83	4.1	.4471***
25. Utilizes the ability to think through problems	84	4.1	.5853***
26. Displays realistic desire to work	89	4.2	.4246***
27. Develops resourcefulness in the work environment	104	5.2	.5552***
28. Understands the concept of work and the human satisfaction found in work	105	5.2	.4682***
29. Demonstrates perseverance in accomplishing a job	108	5.2	.4559***

*$p < .05$
**$p < .01$
***$p < .001$

TABLE III

RECOMMEND COMMON AFFECTIVE DOMAIN COMPETENCIES
BASED ON PROBE TWO MODES

	Competencies	Probe Item Number	Affective Domain Classification	Item-Item Correlation Across Probes
1.	Awareness of the economics of the world of work	1	1.1	.4032**
2.	Gains a knowledge of the major occupational fields	2	1.1	.6505***
3.	Acquires an awareness of the role of industry and technology in a modern society	4	1.1	.6495***
4.	Awareness of the characteristics of production	6	1.1	.6769***
5.	Prefers a specific occupational aspiration and career development	12	1.3	.5534***
6.	Accepts need for inspecting and checking of work	13	1.3	.6593***
7.	Provides assistance to people	15	1.3	.6510***
8.	Listens with alertness to customer and co-workers' conversation	16	1.3	.5751***
9.	Appreciates good efficient manual dexterity	17	1.3	.5400***
10.	Perceives the interdependence of verbal and abstract reasoning	18	1.3	.5683***
11.	Accepts responsibility to set his occupational goals	22	2.2	.7022***

TABLE III
(Continued)

COMMON AFFECTIVE DOMAIN COMPETENCIES BASED ON PROBE TWO MODES

Competencies	Probe Item Number	Affective Domain Classification	Item-Item Correlation Across Probes
12. Practices a self-evaluation of interests for occupational opportunities	23	2.2	.6510***
13. Develops techniques to maintain cleanliness in work areas	28	2.2	.7269***
14. Assumes responsibility for developing an appreciation for and an understanding of processes and products in business and industry	29	2.2	.6790***
15. Develops the ability to plan and work in groups	30	2.2	.6006***
16. Volunteers extra work effort to complete rush jobs	31	2.2	.6057***
17. Voluntarily seeks information for his/her work	32	2.2	.6993***
18. Assumes responsibility for acquiring work supplies needed in the production of goods and services	33	2.2	.6925***
19. Cooperates in requesting, giving, receiving, or discussing information in the work environment	34	2.2	.4502***
20. Asks pertinent questions related to the product and/or service to be performed	35	2.2	.4878***
21. Assumes responsibility for giving out or sending out information when needed	37	2.2	.5765***

TABLE III
(Continued)

COMMON AFFECTIVE DOMAIN COMPETENCIES BASED ON PROBE TWO MODES

Competencies	Probe Item Number	Affective Domain Classification	Item-Item Correlation Across Probes
22. Contributes to the promotion of product or service	40	2.2	.4053**
23. Works congenially with other people	45	2.3	.5693***
24. Derives satisfaction when working with others as a cooperative member of group	47	2.3	.5194***
25. Enjoys cooperating with others in the work that needs to be performed	48	2.3	.6135***
26. Plans along with other employees work that needs to be completed	49	2.3	.6146***
27. Voluntarily assists other workers in developing occupational procedure	50	2.3	.4930***
28. Recognizes social and economic significance of work	57	3.1	.6218***
29. Accepts the place of management, supervision and decision making in the production of goods and services	58	3.1	.5418***
30. Assumes responsibility for listening to the planning of work	59	3.1	.3609**

TABLE III
(Continued)

COMMON AFFECTIVE DOMAIN COMPETENCIES BASED ON PROBE TWO MODES

	Competencies	Probe Item Number	Affective Domain Classification	Item-Item Correlation Across Probes
31.	Recognizes quality and/or good design in manufactured products and services	62	3.1	.5966***
32.	Recognizes the importance of the profit incentive in business and industry	64	3.1	.5593***
33.	Recognizes the importance of expenses involved in business and industry	65	3.1	.5788***
34.	Participates actively in organizing constructive work activities	68	3.2	.6466***
35.	Assumes an active role in positive representation of business	69	3.2	.5639***
36.	Attempts to learn about his role in the work environment	70	3.2	.5579***
37.	Demonstrates devotion to a democratic work environment	73	3.3	.6574***
38.	Believes in the free enterprise system	74	3.3	.5510***
39.	Accepts the capitalistic system in the production of goods and services	75	3.3	.5972***
40.	Pursues the development of a career	80	3.3	.6137***

TABLE III
(Continued)

COMMON AFFECTIVE DOMAIN COMPETENCIES BASED ON PROBE TWO MODES

Competencies	Probe Item Number	Affective Domain Classification	Item-Item Correlation Across Probes
41. Accepts specialized training for job-entry competency	81	3.3	.6588***
42. Appraises one's interests and aptitudes when pursuing a vocational occupation	82	3.3	.6720***
43. Forms judgments as to the rights and responsibilities of employees	85	4.1	.4932***
44. Forms judgments concerning one's work behavior in relation to other employees	86	4.1	.5524***
45. Attempts to identify an order or arrangement of work	87	4.1	.5299***
46. Develops a plan to utilize resources (money, labor, etc.) efficiently	88	4.2	.6297***
47. Accepts realistically the importance of background for a particular occupation	90	4.2	.5474***
48. Accepts his work as part of the work of others who precede and follow him in the production process	91	4.2	.5563***
49. Displays systematic planning to determine a course of action	92	5.1	.5231***
50. Applies scientific principles to work when needed	93	5.1	.4580***

TABLE III
(Continued)

COMMON AFFECTIVE DOMAIN COMPETENCIES BASED ON PROBE TWO MODES

Competencies	Probe Item Number	Affective Domain Classification	Item-Item Correlation Across Probes
51. Demonstrates willingness to experience work with a variety of new tools and materials	94	5.1	.2825*
52. Appraises quality of work with objectivity	96	5.1	.5048***
53. Judges situations to determine similarities and differences	97	5.1	.5480***
54. Makes recommendations for corrective measures based on feedback	98	5.1	.6947***
55. Makes corrections when work needs revision	99	5.1	.4036**
56. Demonstrates confidence in one's ability to succeed on the job	101	5.1	.4313***
57. Faces personal and social problems objectively	102	5.1	.6112***
58. Develops desirable attitudes about personal traits, and social significance of work	103	5.2	.5226***
59. Develops emotional stability and even temperament	106	5.2	.3796**
60. Develops the mental stability to work "under pressure" as some jobs may mean meeting a deadline	107	5.2	.2957*

TABLE III
(Continued)

COMMON AFFECTIVE DOMAIN COMPETENCIES BASED ON PROBE TWO MODES

Competencies	Probe Item Number	Affective Domain Classification	Item-Item Correlation Across Probes
61. Demonstrates self-direction in work responsibilities	109	5.2	.6275***
62. Refrains from human exploitation	111	5.2	.5610***

*$p < .05$
**$p < .01$
***$p < .001$

TABLE IV

RECOMMEND AS A SECONDARY GOAL COMMON AFFECTIVE DOMAIN COMPETENCIES BASED ON PROBE TWO MODES

Competencies	Probe Item Number	Affective Domain Classification	Item-Item Correlation Across Probes
1. Acquires an awareness of the role of government regulations	5	1.1	.6031***
2. Becomes aware of different types of marketing in the economy	7	1.1	.6477***
3. Develops sensitivity to the importance of advertising	8	1.1	.7932***
4. Becomes aware of different types of operating budgets	9	1.1	.7217***
5. Develops awareness of the role of automation in business and industry	10	1.1	.4847***
6. Displays a willingness to gather information for reports and/or catalogs when appropriate	36	2.2	.4517***
7. Enjoys creating and developing information	38	2.2	.5307***
8. Enjoys participation in varied human relations	42	2.3	.6844***
9. Enjoys participating in group activities	43	2.3	.5958***
10. Takes pleasure explaining the requirements of a job to a new worker	51	2.3	.6052***
11. Takes pleasure in interchanging ideas for mutual professional benefit	52	2.3	.6631***

TABLE IV
(Continued)

COMMON AFFECTIVE DOMAIN COMPETENCIES BASED ON PROBE TWO MODES

	Competencies	Probe Item Number	Affective Domain Classification	Item-Item Correlation Across Probes
12.	Enjoys work that involves consumer demands and services	54	2.3	.5296***
13.	Enjoys demonstrating and selling goods and services	55	2.3	.6427***
14.	Understands the role of risks involved in business and industry	63	3.1	.4810***
15.	Recognizes the importance of selecting product lines or services	66	3.1	.4180**
16.	Provides leadership in the production of goods and services	71	3.2	.4130**
17.	Understands the importance of starting a business	76	3.3	.5649***
18.	Relies on maintenance to keep the commonly used products of industry in efficient, safe working order	95	5.1	.4857***
19.	Judges his employment on the basis of happiness in one's work	100	5.1	.8475***
20.	Aware of appropriate dress	110	5.2	.6235***

*$p < .05$
**$p < .01$
***$p < .001$

Strongly Recommend

Table II lists 29 competencies (or 26 percent of the 111 competencies) as strongly recommended common affective domain competencies of students among vocational areas. These competencies had a level six modal response on Probe Two.

Recommend

Table III lists 62 competencies (or 56 percent of the 111 competencies) as recommended common affective domain competencies of students among vocational areas. These competencies had a level five modal response on Probe Two.

Recommend as a Secondary Goal

Table IV lists 20 competencies (or 18 percent of the 111 competencies) as recommend as a secondary goal common affective domain competencies of students among vocational areas. These competencies had a level four modal response on Probe Two.

The data analyses reported no competencies with a modal response of level three, recommend as a minor goal, modal response of level two, do not recommend, or modal response of level one, strongly against on Probe One or Probe Two.

Probe One responses were correlated with Probe Two responses. The findings of this statistical analysis revealed that the Probe One responses were highly correlated with the Probe Two responses in almost all instances beyond the .001 confidence level. The high correlation of Probe One responses to the respective responses of Probe Two provides statistical evidence to suggest that a third probe would yield similar data.

CONCLUSIONS

The conclusions are as follows:

1. State level directors of vocational education appear to agree that there are common affective domain competencies of students which exist among vocational areas of agriculture, business and office, distributive, home economics, and industrial education.

2. The perceptions among employees, employers, and secondary and area school vocational teachers appear to be similar to the perceptions of state level directors of vocational education as to what constitutes affective domain competencies.

3. Employees, employers, and secondary and area school vocational agriculture, business and office, distributive, home economics, and industrial teachers appear to have similar perceptions concerning what are important affective domain competencies for employment career success. Of the 111 statements, 95 percent were considered important by at least 80 percent of the respondents.

4. Affective domain competencies appear to provide a commonality of learning which link agriculture, business and office, distributive education, home economics, and industrial education.

5. Common affective domain competencies of students among vocational areas appear to be as important as cognitive domain and psychomotor domain competencies in vocational-technical education.

RECOMMENDATIONS

Common affective domain competencies of students among vocational areas could be utilized to:

1. supplement and complement cognitive domain and psychomotive domain vocational competencies;

2. assist the development of students' values clarification in vocational education;

3. develop competency-based instruction in vocational education;

4. recognize the existence of common goals among the multi-dimensional vocational goals of agriculture, business and office, distributive, home economics, and industrial education;

5. strengthen the homogeneity mission of vocational education;

6. encourage vocational teacher education programs to assist vocational teachers in the development of learning environments which foster students' affective domain vocational competencies; and

7. assist youth and adults in career education, special (needs) education, disadvantaged groups' programs, and in-house business and industry programs toward sustained-gainful employment.

ANNOTATED BIBLIOGRAPHY

Banks, Jame M. "Measuring the Immeasurables" *American Vocational Journal* Vol. 48, No. 4, April, 1973, pp. 36-37.

Three examples of performance goals written in the affective domain and two rating scales used to help teachers use them.

Bloom, Benjamin S., Hastings, J. Thomas, Madaus, George F. *Handbook on Formative and Summative Evaluation of Student Learning*, New York: McGraw-Hill Book Company, 1971.

This is a book about the "state of the art" of evaluating student learning. PART 1 consists of four sections dealing with the evaluation problems all teachers are likely to encounter. The first section, Education and Evaluation (Chapters 1 to 3), presents a point of view about education and educational objectives and describes in detail the ways in which evaluation may be used to help bring students up to mastery levels of learning.

The second section, Using Evaluation for Instruction Decisions (Chapter 4 to 6), is intended to help teachers become aware of the different purposes of evaluation and the ways in which different types of evaluation instruments can be developed for use in the classroom.

The third section, Evaluation Techniques for Cognitive and Affective Objectives (Chapter 7 to 10), is organized around the Taxonomy of Educational Objectives (Bloom et al., 1956; Krathwohl et al., 1964); it presents models and techniques for constructing valid evaluation instruments for the different types of objectives found at all levels of education and to most subject fields.

The fourth section, Evaluation Systems (Chapter 11 and 12), suggests some of the ways in which cooperation by teachers and specialists can reduce the work involved in evaluation and improve the effectiveness of evaluation in the school situation.

PART 2 consists of chapters dealing with evaluation in each of the major subject fields and levels of education.

Borich, Gary D. "Accountability in Affective Domain" *Journal of Research and Development in Education*, Vol. 5, No. 1, Fall, 1971, pp. 87-96.

By measuring a network of variables related to cognitive outcomes, we may emphasize important behaviors that are adjuncts to learning and mitigate measurement problems of the performance contact.

Johnson, David W. "The Affective Side of the Schooling Experience" *Elementary School Journal*, Vol. 73, No. 6, March, 1973, pp. 306-313.

This article focuses on the importance of affective outcomes, the definition of the affective side of the schooling experience, and the measurement of the impact of instruction on the affective reactions of pupils.

Krathwohl, David R., Bloom, Benjamin S., Masia, Bertram B. *Taxonomy of Educational Objectives--The Classification of Educational Goals--Handbook II: Affective Domain*, New York: David McKay Company, Inc., 1964.

Part I describes the nature of the affective domain and the classification structure prepared for it. Part II gives the classification structure in detail and describes the evaluation of affective objectives at each level of the structure. In Part I, Chapters 1 and 2 give the background of the project and indicate how and why it came to be. Chapter 3 describes the basis of classification (internalization) and the nature of the classification structure, and relates internalization to terms common to the field. Chapter 4 analyzes the relation of the affective to the cognitive domain. Chapter 5 describes how the affective domain structure can be used to classify both objectives and test items, and it permits the reader to test himself on how well he can use the *Taxonomy*. Chapter 6 relates the affective domain to the contemporary views of curriculum, evaluation, and education research and suggests some points for further exploration.

Part II contains a complete and detailed description of the categories and subcategories of the affective domain and gives illustrative objectives and test items for each category.

Ridenour, Harlan E. "Cultivating the Affective Domain" *American Vocational Journal*, Vol. 44, No. 4, April, 1973, pp. 44, 82.

Reports on action initiated by the FFA to develop a program for agricultural students' personal development.

Schneider, Donald "The Time is Ripe for Affective Education" *Clearing House*, Vol. 47, No. 2, October, 1972, pp. 103-106.

Suggests exercises for developing emotional awareness in the classroom.

Stuelke, DuWayne H. "There's More To Learning Than The Accumulation of Knowledge" *Man/Society/Technology*, Vol. 33, No. 3, December, 1973, pp. 91-93.

The challenge facing industrial arts educators is to face a central role to the nonspecific transfer of principles, ideas, and attitudes.

Tuckman, Bruce W. "Getting At the Attitudes Problem" American Vocational Journal, Vol. 48, No. 1, January, 1973, pp. 47-48.

Charges that schools that provide career development programs are striking out in the wrong direction feeding information instead of appealing to students' emotions and feelings.

OTHER REFERENCES

Campbell, Lloyd P. "Cognitive and Affective: A Dual Emphasis" Contemporary Education, Vol. 46, No. 1, February, 1974, pp. 13-14.

Dreischmeir, William B. "Teaching for A Change in Attitude: Values Classification" Agricultural Education Magazine, Vol. 47, No. 6, December, 1974, pp. 129, 30-136.

Finch, Alton V. "Behavioral Analysis: Cognitive, Affective, and Psychomotor Domains" Business Education Yearbook, No. 9, 1971, pp. 277-285.

APPENDICES

APPENDIX A

A Condensed Version of the Affective Domain of the Taxonomy of Educational Objectives

APPENDIX A

A Condensed Version
of the Affective Domain of the
Taxonomy of Educational Objectives

1.0 RECEIVING (ATTENDING)

At this level we are concerned that the learner be sensitized to the existence of certain phenomena and stimuli; that is, that he be willing to receive or to attend to them. This is clearly the first and crucial step if the learner is to be properly oriented to learn what the teacher intends that he will. To indicate that this is the bottom rung of the ladder, however, is not at all to imply that the teacher is starting *de novo*. Because of previous experience (formal or informal), the student brings to each situation a point of view or set which may facilitate or hinder his recognition of the phenomena to which the teacher is trying to sensitize him.

The category of *Receiving* has been divided into three subcategories to indicate three different levels of attending to phenomena. While the division points between the subcategories are arbitrary, the subcategories do represent a continuum. From an extremely passive position or role on the part of the learner, where the sole responsibility for the evocation of the behavior rests with the teacher—that is, the responsibility rests with him for "capturing" the student's attention—the continuum extends to a point at which the learner directs his attention, at least at a semiconscious level, toward the preferred stimuli.

1.1 AWARENESS

Awareness is almost a cognitive behavior. But unlike *Knowledge*, the lowest level of the cognitive domain, we are not so much concerned with a memory of, or ability to recall, an item or fact as we are that, given appropriate opportunity, the learner will merely be conscious of something—that he take into account a situation, phenomenon, object, or stage of

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affairs. Like *Knowledge* it does not imply an assessment of the qualities or nature of the stimulus, but unlike *Knowledge* it does not necessarily imply attention. There can be simple awareness without specific discrimination or recognition of the objective characteristics of the object, even though these characteristics must be deemed to have an effect. The individual may not be able to verbalize the aspects of the stimulus which cause the awareness.

Develops awareness of aesthetic factors in dress, furnishings, architecture, city design, good art, and the like.

Develops some consciousness of color, form, arrangement, and design in the objects and structures around him and in descriptive or symbolic representations of people, things, and situations.[1]

1.2 WILLINGNESS TO RECEIVE

In this category we have come a step up the ladder but are still dealing with what appears to be cognitive behavior. At a minimum level, we are here describing the behavior of being willing to tolerate a given stimulus, not to avoid it. Like *Awareness*, it involves a neutrality or suspended judgment toward the stimulus. At this level of the continuum the teacher is not concerned that the student seek it out, nor even, perhaps, that in an environment crowded with many other stimuli the learner will necessarily attend to the stimulus. Rather, at worst, given the opportunity to attend in a field with relatively few competing stimuli, the learner is not actively seeking to avoid it. At best, he is willing to take notice of the phenomenon and give it his attention.

Attends (carefully) when others speak—in direct conversation, on the telephone, in audiences.

Appreciation (tolerance) of cultural patterns exhibited by individuals from other groups—religious, social, political, economic, national, etc.

Increase in sensitivity to human need and pressing social problems.

1.3 CONTROLLED OR SELECTED ATTENTION

At a somewhat higher level we are concerned with a new phenomenon, the differentiation of a given stimulus into figure and ground at a conscious or perhaps semiconscious level—the differentiation of aspects of a stimulus which is perceived as clearly marked off from adjacent impressions. The perception is still without tension or assessment, and the student may not know the technical terms or symbols with which to describe it correctly or precisely to others. In some instances it may refer not so much to the selectivity of attention as to the control of attention, so that when certain stimuli are present they will be attended to. There is an element of the learner's controlling the attention here, so that the favored stimulus is selected and attended to despite competing and distracting stimuli.

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[1] Illustrative objectives selected from the literature follow the description of each subcategory.

Listens to music with some discrimination as to its mood and meaning and with some recognition of the contributions of various musical elements and instruments to the total effect.

Alertness toward human values and judgments on life as they are recorded in literature.

2.0 RESPONDING

At this level we are concerned with responses which go beyond merely attending to the phenomenon. The student is sufficiently motivated that he is not just 1.2 *Willing to attend*, but perhaps it is correct to say that he is actively attending. As a first stage in a "learning by doing" process the student is committing himself in some small measure to the phenomena involved. This is a very low level of commitment, and we would not say at this level that this was "a value of his" or that he had "such and such an attitude." These terms belong to the next higher level that we describe. But we could say that he is doing something with or about the phenomenon besides merely perceiving it, as would be true at the next level below this of 1.3 *Controlled or selected attention.*

This is the category that many teachers will find best describes their "interest" objectives. Most commonly we use the term to indicate the desire that a child become sufficiently involved in or committed to a subject, phenomenon, or activity that he will seek it out and gain satisfaction from working with it or engaging in it.

2.1 ACQUIESCENCE IN RESPONDING

We might use the word "obedience" or "compliance" to describe this behavior. As both of these terms indicate, there is a passiveness so far as the initiation of the behavior is concerned, and the stimulus calling for this behavior is not subtle. Compliance is perhaps a better term than obedience, since there is more of the element of reaction to a suggestion and less of the implication of resistance or yielding unwillingly. The student makes the response, but he has not fully accepted the necessity for doing so.

Willingness to comply with health regulations.
Obeys the playground regulations.

2.2 WILLINGNESS TO RESPOND

The key to this level is in the term "willingness," with its implication of capacity for voluntary activity. There is the implication that the learner is sufficiently committed to exhibiting the behavior that he does so not just because of a fear of punishment, but "on his own" or voluntarily. It may help to note that the element of resistance or of yielding unwillingly, which is possibly present at the previous level, is here replaced with consent or proceeding from one's own choice.

Acquaints himself with significant current issues in international, political, social, and economic affairs through voluntary reading and discussion.

Acceptance of responsibility for his own health and for the protection of the health of others.

2.3 SATISFACTION IN RESPONSE

The additional element in the step beyond the *Willingness to respond* level, the consent, the assent to responding, or the voluntary response, is that the behavior is accompanied by a feeling of satisfaction, an emotional response, generally of pleasure, zest, or enjoyment. The location of this category in the hierarchy has given us a great deal of difficulty. Just where in the process of internalization the attachment of an emotional response, kick, or thrill to a behavior occurs has been hard to determine. For that matter there is some uncertainty as to whether the level of internalization at which it occurs may not depend on the particular behavior. We have even questioned whether it should be a category. If our structure is to be a hierarchy, then each category should include the behavior in the next level below it. The emotional component appears grad-

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ually through the range of internalization categories. The attempt to specify a given position in the hierarchy as *the* one at which the emotional component is added is doomed to failure.

The category is arbitrarily placed at this point in the hierarchy where it seems to appear most frequently and where it is cited as or appears to be an important component of the objectives at this level on the continuum. The category's inclusion at this point serves the pragmatic purpose of reminding us of the presence of the emotional component and its value in the building of affective behaviors. But it should not be thought of as appearing and occurring at this one point in the continuum and thus destroying the hierarchy which we are attempting to build.

Enjoyment of self-expression in music and in arts and crafts as another means of personal enrichment.

Finds pleasure in reading for recreation.

Takes pleasure in conversing with many different kinds of people.

3.0 VALUING

This is the only category headed by a term which is in common use in the expression of objectives by teachers. Further, it is employed in its usual sense: that a thing, phenomenon, or behavior has worth. This abstract concept of worth is in part a result of the individual's own valuing or assessment, but it is much more a social product that has been slowly internalized or accepted and has come to be used by the student as his own criterion of worth.

Behavior categorized at this level is sufficiently consistent and stable to have taken on the characteristics of a belief or an attitude. The learner displays this behavior with sufficient consistency in appropriate situations that he comes to be perceived as holding a value. At this level, we are not concerned with the relationships among values but rather with the internalization of a set of specified, ideal, values. Viewed from another standpoint, the objectives classified here are the prime stuff from which the conscience of the individual is developed into active control of behavior.

This category will be found appropriate for many objectives that use the term "attitude" (as well as, of course, "value").

An important element of behavior characterized by *Valuing* is

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that it is motivated, not by the desire to comply or obey, but by the individual's commitment to the underlying value guiding the behavior.

3.1 ACCEPTANCE OF A VALUE

At this level we are concerned with the ascribing of worth to a phenomenon, behavior, object, etc. The term "belief," which is defined as "the emotional acceptance of a proposition or doctrine upon what one implicitly considers adequate ground" (English and English, 1958, p. 64), describes quite well what may be thought of as the dominant characteristic here. Beliefs have varying degrees of certitude. At this lowest level of *Valuing* we are concerned with the lowest levels of certainty; that is, there is more of a readiness to re-evaluate one's position than at the higher levels. It is a position that is somewhat tentative.

One of the distinguishing characteristics of this behavior is consistency of response to the class of objects, phenomena, etc. with which the belief or attitude is identified. It is consistent enough so that the person is perceived by others as holding the belief or value. At the level we are describing here, he is both sufficiently consistent that others can identify the value, and sufficiently committed that he is willing to be so identified.

Continuing desire to develop the ability to speak and write effectively.
Grows in his sense of kinship with human beings of all nations.

3.2 PREFERENCE FOR A VALUE

The provision for this subdivision arose out of a feeling that there were objectives that expressed a level of internalization between the mere acceptance of a value and commitment or conviction in the usual connotation of deep involvement in an area. Behavior at this level implies not just the acceptance of a value to the point of being willing to be identified with it, but the individual is sufficiently committed to the value to pursue it, to seek it out, to want it.

Assumes responsibility for drawing reticent members of a group into conversation.

Deliberately examines a variety of viewpoints on controversial issues with a view to forming opinions about them.

Actively participates in arranging for the showing of contemporary artistic efforts.

3.3 COMMITMENT

Belief at this level involves a high degree of certainty. The ideas of "conviction" and "certainty beyond a shadow of a doubt" help to convey further the level of behavior intended. In some instances this may border on faith, in the sense of it being a firm emotional acceptance of a belief upon admittedly nonrational grounds. Loyalty to a position, group, or cause would also be classified here.

The person who displays behavior at this level is clearly perceived as holding the value. He acts to further the thing valued in some way, to extend the possibility of his developing it, to deepen his involvement with it and with the things representing it. He tries to convince others and seeks converts to his cause. There is a tension here which needs to be satisfied; action is the result of an aroused need or drive. There is a real motivation to act out the behavior.

Devotion to those ideas and ideals which are the foundations of democracy.

Faith in the power of reason and in methods of experiment and discussion.

4.0 ORGANIZATION

As the learner successively internalizes values, he encounters situations for which more than one value is relevant. Thus necessity arises for (*a*) the organization of the values into a system, (*b*) the determination of the interrelationships among them, and (*c*) the establishment of the dominant and pervasive ones. Such a system is built gradually, subject to change as new values are incorporated. This category is intended as the proper classification for objectives which describe the beginnings of the building of a value system. It is subdivided into two levels, since a prerequisite to interrelating is the conceptualization of the value in a form which permits organization. *Conceptualization* forms the first subdivision in the organization process, *Organization of a value system* the second.

While the order of the two subcategories seems appropriate enough with reference to one another, it is not so certain that 4.1 *Conceptualization of a value* is properly placed as the next level above 3.3 *Commitment*. Conceptualization undoubtedly begins at an earlier level for some objectives. Like 2.3 *Satisfaction in response*, it is doubtful that a single completely satisfactory location for this category can be found. Positioning it before 4.2 *Organization of a value system* appropriately indicates a prerequisite of such a system. It also calls attention to a component of affective growth that occurs at least by this point on the continuum but may begin earlier.

4.1 CONCEPTUALIZATION OF A VALUE

In the previous category, 3.0 *Valuing*, we noted that consistency and stability are integral characteristics of the particular value or belief. At this level (4.1) the quality of abstraction or conceptualization is added. This permits the individual to see how the value relates to those that he already holds or to new ones that he is coming to hold.

Conceptualization will be abstract, and in this sense it will be symbolic. But the symbols need not be verbal symbols. Whether conceptualization first appears at this point on the affective continuum is a moot point, as noted above.

Attempts to identify the characteristics of an art object which he admires.

Forms judgments as to the responsibility of society for conserving human and material resources.

4.2 ORGANIZATION OF A VALUE SYSTEM

Objectives properly classified here are those which require the learner to bring together a complex of values, possibly disparate values, and to bring these into an ordered relationship with one another. Ideally, the ordered relationship will be one which is harmonious and internally consistent. This is, of course, the goal of such objectives, which seek to have the student formulate a philosophy of life. In actuality, the integration may be something less than entirely harmonious. More likely the relationship is better described as a kind of dynamic equilibrium which is, in part, dependent upon those portions of the environment which are salient at any point in time. In many instances the organization of values may result in their synthesis into a new value or value complex of a higher order.

Weighs alternative social policies and practices against the standards of the public welfare rather than the advantage of specialized and narrow interest groups.

Develops a plan for regulating his rest in accordance with the demands of his activities.

5.0 CHARACTERIZATION BY A VALUE OR VALUE COMPLEX

At this level of internalization the values already have a place in the individual's value hierarchy, are organized into some kind of internally consistent system, have controlled the behavior of the individual for a sufficient time that he has adapted to behaving this way; and an evocation of the behavior no longer arouses emotion or affect except when the individual is threatened or challenged.

The individual acts consistently in accordance with the values he has internalized at this level, and our concern is to indicate two things: (*a*) the generalization of this control to so much of the individual's behavior that he is described and characterized as a person by these pervasive controlling tendencies, and (*b*) the integration of these beliefs, ideas, and attitudes into a total philosophy or world view. These two aspects constitute the subcategories.

5.1 GENERALIZED SET

The generalized set is that which gives an internal consistency to the system of attitudes and values at any particular moment. It is selective responding at a very high level. It is sometimes spoken of as a determining tendency, an orientation toward phenomena, or a predisposition to act in a certain way. The generalized set is a response to highly generalized phenomena. It is a persistent and consistent response to a family of related situations or objects. It may often be an unconscious set which guides action without conscious forethought. The generalized set may be thought of as closely related to the idea of an attitude cluster, where the commonality is based on behavioral characteristics rather than the subject or object of the attitude. A generalized set is a basic orientation which enables the individual to reduce and order the complex world about him and to act consistently and effectively in it.

Readiness to revise judgments and to change behavior in the light of evidence.

Judges problems and issues in terms of situations, issues, purposes, and consequences involved rather than in terms of fixed, dogmatic precepts or emotionally wishful thinking.

5.2 CHARACTERIZATION

This, the peak of the internalization process, includes those objectives which are broadest with respect both to the phenomena covered and to the range of behavior which they comprise. Thus, here are found those objectives which concern one's view of the universe, one's philosophy of life, one's *Weltanschauung*—a value system having as its object the whole of what is known or knowable.

Objectives categorized here are more than generalized sets in the sense that they involve a greater inclusiveness and, within the group of attitudes, behaviors, beliefs, or ideas, an emphasis on internal consistency. Though this internal consistency may not always be exhibited behaviorally by the students toward whom the objective is directed, since we are categorizing teachers' objectives, this consistency feature will always be a component of *Characterization* objectives.

As the title of the category implies, these objectives are so encompassing that they tend to characterize the individual almost completely.

Develops for regulation of one's personal and civic life a code of behavior based on ethical principles consistent with democratic ideals.

Develops a consistent philosophy of life.

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APPENDIX B

Sample Transmittal and Follow-Up Letters

Probe Two Statements

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The University of Tennessee
COLLEGE OF EDUCATION
Knoxville 37916

Department of Vocational-Technical Education
Agricultural, Business, Distributive,
Home Economics and Industrial Education

SAMPLE COPY

November 21, 1974

Dear

One means of achieving excellence in training is through constant research. We are researching "Common Affective Domain Competencies Among Vocational Students." The affective domain concerns emotional development and is related to interests, attitudes, values and goals.

Your assistance is necessary to validate "Common Affective Domain Competencies Among Vocational Students" through the use of the Delphi Technique. These competencies will be validated by State Directors of Vocational-Technical Education throughout the nation, for we believe that State Directors would possess the necessary view of across-the-board common competencies among vocational students.

Perhaps you are aware that the Delphi Technique necessitates your responses to a series of probes. Your response to the enclosed Probe One will be summarized with the responses from the other 49 State Directors of Vocational-Technical Education. Probe Two will be sent to you soon after all of Probe One is returned. Probe Two will list your original response to Probe One, the summarized responses to Probe One, and a place for you to indicate a second response.

This research is funded through the Tennessee Research Coordinating Unit. A copy of the completed study will be available through ERIC as well as through the Tennessee Research Coordinating Unit.

Your cooperation, along with the cooperation of all State Directors of Vocational-Technical Education, is essential and valued. Please return the enclosed Probe One in the stamped, return-addressed envelope prior to December 15, 1974.

Sincerely,

Anthony G. Porreca
Associate Professor

John J. Stallard
Assistant Professor

Enclosure

A Cooperative Program of Vocational-Technical Teacher Education of
The University of Tennessee and the Tennessee State Department of Education

The University of Tennessee
COLLEGE OF EDUCATION
Knoxville 37916

Department of Vocational-Technical Education
Agricultural, Business, Distributive,
Home Economics and Industrial Education

SAMPLE COPY

December 19, 1974

Dear State Director:

Last month we wrote to you regarding a research study entitled "Common Affective Domain Competencies" which is being conducted at The University of Tennessee by John J. Stallard and Anthony G. Porreca. A questionnaire was sent to you along with a letter explaining the purpose of the study. All state directors of vocational education are participating in the research.

The Delphi technique is being used as the major research procedure. This procedure necessitates that all questionnaires must be included in order for the findings to be valid. Your input into the study as a representative of your state is vital.

A copy of the questionnaire is included. Won't you take a few minutes to complete the instrument and return it to us in the enclosed self-addressed envelope. Your contribution to the study will be greatly appreciated.

Sincerely yours,

John J. Stallard
Assistant Professor

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Enclosure

A Cooperative Program of Vocational-Technical Teacher Education of
The University of Tennessee and the Tennessee State Department of Education

MODAL RESPONSE TO PROBE #1

Please return in the enclosed envelope to: Porreca/Stallard
Room 110, Henson Hall
Department of Vocational-Technical Education
The University of Tennessee
Knoxville, TN 37916

COMMON AFFECTIVE DOMAIN COMPETENCIES OF STUDENTS AMONG VOCATIONAL AREAS

Utilizing the Delphi Technique

Please respond to each competency by circling the level of importance you feel each statement should have as a common affective domain competency for vocational-technical students. Please remember that if you do not change your Probe #2 response to the group's mode, please state your reason for no change under the statement.

Choice Value:
- 6 Strongly Recommend
- 5 Recommend
- 4 Recommend as a secondary goal
- 3 Recommend as a minor goal
- 2 Do not recommend
- 1 Strongly against

COMPETENCY STATEMENTS

Statement — Importance

1.0 RECEIVING (ATTENDING)

1.1 Awareness

1. Awareness of the economics of the world of work 6 5 4 3 2 1
Probe #1 Response 21

2. Gains a knowledge of the major occupational fields 6 5 4 3 2 1
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3. Develops some awareness of evaluating interests and abilities with realistic occupational goals . . . . Probe #1 Response	6 25	5	4	3	2	1
4. Acquires an awareness of the role of industry and technology in a modern society	6	5 17	4	3	2	1
5. Acquires an awareness of the role of government regulations.	6	5	4 21	3	2	1
6. Awareness of the characteristics of production	6	5 20	4	3	2	1
7. Becomes aware of different types of marketing in the economy	6	5	4 18	3	2	1
8. Develops sensitivity to the importance of advertising.	6	5	4 20	3	2	1
9. Becomes aware of different types of operating budgets.	6	5	4 21	3	2	1
10. Develops awareness of the role of automation in business and industry. . .	6	5	4 24	3	2	1
1.2 Willingness to Receive						
11. Accepts need for accuracy in business, industry, and education	6 26	5	4	3	2	1
1.3 Controlled or Selected Attention						
12. Prefers a specific occupational aspiration and career development	6	5 18	4	3	2	1

13. Accepts need for inspecting and checking of work . . . . Probe #1 Response	6	5 20	4	3	2	1
14. Generates work independently without constant supervision	6 24	5	4	3	2	1
15. Provides assistance to people.	6	5 18	4	3	2	1
16. Listens with alertness to customer and co-workers' conversation.	6	5 17	4	3	2	1
17. Appreciates good efficient manual dexterity.	6	5 21	4	3	2	1
18. Perceives the interdependence of verbal and abstract reasoning	6	5 17	4	3	2	1

2.0 RESPONDING

2.1 Acquiescence in Responding

19. Practices care of occupational possessions (tools)	6 28	5	4	3	2	1
20. Follows directions	6 37	5	4	3	2	1
21. Displays promptness in work.	6 36	5	4	3	2	1

2.2 Willingness to Respond

22. Accepts responsibility to set his occupational goals . . . . Probe #1 Response	6	5 23	4	3	2	1
23. Practices a self-evaluation of interests for occupational opportunities. .	6	5 27	4	3	2	1
24. Practices safe work habits	6 35	5	4	3	2	1
25. Practices a safety-minded and knowledgeable approach to work at all times.	6 32	5	4	3	2	1
26. Practices good health habits	6 24	5	4	3	2	1
27. Practices care for good personal appearance, character traits, and attitudes.	6 25	5	4	3	2	1
28. Develops techniques to maintain cleanliness in work areas.	6	5 22	4	3	2	1
29. Assumes responsiblity for developing an appreciation for and an understanding of processes and products in business and industry	6	5 18	4	3	2	1
30. Develops the ability to plan and work in groups.	6	5 22	4	3	2	1
31. Volunteers extra work effort to complete rush jobs	6	5 22	4	3	2	1

32. Voluntarily seeks information for his/her work	6	5 19	4	3	2	1
Probe #1 Response						
33. Assumes responsibility for acquiring work supplies needed in the production of goods and services	6	5 29	4	3	2	1
34. Cooperates in requesting, giving, receiving, or discussing information in the work environment.	6	5 26	4	3	2	1
35. Asks pertinent questions related to the product and/or service to be performed.	6	5 23	4	3	2	1
36. Displays a willingness to gather information for reports and/or catalogs when appropriate.	6	5	4 20	3	2	1
37. Assumes responsibility for giving out or sending out information when needed.	6	5 21	4	3	2	1
38. Enjoys creating and developing information	6	5	4 22	3	2	1
39. Possesses a sense of responsibility for providing service.	6 23	5	4	3	2	1
40. Contributes to the promotion of product or service	6	5 20	4	3	2	1
41. Assumes responsibility for the property and safety of the customer	6 24	5	4	3	2	1

2.3 Satisfaction in Response

42.	Enjoys participation in varied human relations . . . . Probe #1 Response	6	5	4 22	3	2	1
43.	Enjoys participating in group activities	6	5	4 24	3	2	1
44.	Gains personal satisfaction from gainful employment.	6 22	5	4	3	2	1
45.	Works congenially with other people.	6	5 24	4	3	2	1
46.	Displays personal desire to get along with others.	6 24	5	4	3	2	1
47.	Derives satisfaction when working with others as a cooperative member of group.	6	5 17	4	3	2	1
48.	Enjoys cooperating with others in the work that needs to be performed. . .	6	5 22	4	3	2	1
49.	Plans along with other employees work that needs to be completed	6	5 29	4	3	2	1
50.	Voluntarily assists other workers in developing occupational procedure . .	6	5 19	4	3	2	1
51.	Takes pleasure explaining the requirements of a job to a new worker. . . .	6	5	4 17	3	2	1
52.	Takes pleasure in interchanging ideas for mutual professional benefit. . .	6	5	4 16	3	2	1

53. Derives personal satisfaction in accomplishment of quality of work . . . . Probe #1 Response	6 30	5	4	3	2	1
54. Enjoys work that involves consumer demands and services.	6	5	4 23	3	2	1
55. Enjoys demonstrating and selling goods and services.	6	5	4 16	3	2	1
56. Displays personal satisfaction in creating a favorable image with prospective customer	6 18	5	4	3	2	1

3.0 VALUING

3.1 Acceptance of a Value

57. Recognizes social and economic significance of work.	6	5 21	4	3	2	1
58. Accepts the place of management, supervision and decision making in the production of goods and services	6	5 20	4	3	2	1
59. Assumes responsibility for listening to the planning of work	6	5 26	4	3	2	1
60. Demonstrates an appreciation for quality of work	6 34	5	4	3	2	1
61. Accepts the need to verify work in business--accuracy.	6 25	5	4	3	2	1
62. Recognizes quality and/or good design in manufactured products and services	6	5 16	4	3	2	1

63. Understands the role of risks involved in business and industry. . . . . . . Probe #1 Response	6	5	4 19	3	2	1
64. Recognizes the importance of the profit incentive in business and industry	6	5 17	4	3	2	1
65. Recognizes the importance of expenses involved in business and industry	6	5 18	4	3	2	1
66. Recognizes the importance of selecting product lines or services	6	5	4 18	3	2	1

3.2 Preference for a Value

67. Prefers positive attitudes about work.	6 30	5	4	3	2	1
68. Participates actively in organizing constructive work activities	6	5 24	4	3	2	1
69. Assumes an active role in positive representation of business.	6	5 20	4	3	2	1
70. Attempts to learn about his role in the work environment	6	5 19	4	3	2	1
71. Provides leadership in the production of goods and services.	6	5	4 20	3	2	1

69

3.3 Commitment

72.	Accepts dignity of work. . . . . Probe #1 Response	6 30	5	4	3	2	1
73.	Demonstrates devotion to a democratic work environment	6	5 17	4	3	2	1
74.	Believes in the free enterprise system	6	5 19	4	3	2	1
75.	Accepts the capitalistic system in the production of goods and services. .	6	5 20	4	3	2	1
76.	Understands the importance of starting a business.	6	5	4 24	3	2	1
77.	Accepts and practices loyalty, honesty, and trustworthiness.	6 34	5	4	3	2	1
78.	Maintains sound professional conduct	6 25	5	4	3	2	1
79.	Holds information confidential in his work	6 24	5	4	3	2	1
80.	Pursues the development of a career.	6	5 24	4	3	2	1
81.	Accepts specialized training for job-entry competency.	6	5 26	4	3	2	1
82.	Appraises one's interests and aptitudes when pursuing a vocational occupation	6	5 28	4	3	2	1

4.0 ORGANIZATION

4.1 Conceptualization of a Value

83. Attempts to utilize effective decision-making processes. . . . . Probe #1 Response	6 26	5	4	3	2	1
84. Utilizes the ability to think through problems	6 27	5	4	3	2	1
85. Forms judgements as to the rights and responsibilities of employees. . . .	6	5 21	4	3	2	1
86. Forms judgements concerning one's work behavior in relation to other employees.	6	5 23	4	3	2	1
87. Attempts to identify an order or arrangement of work	6	5 18	4	3	2	1

4.2 Organization of a Value System

88. Develops a plan to utilize resources (money, labor, etc.) efficiently. . .	6	5 21	4	3	2	1
89. Displays realistic desire to work.	6 25	5	4	3	2	1
90. Accepts realistically the importance of background for a particular occupation	6	5 18	4	3	2	1
91. Accepts his work as part of the work of others who precede and follow him in the production process.	6	5 19	4	3	2	1

5.0 CHARACTERIZATION BY A VALUE OR VALUE COMPLEX

5.1 Generalized Set

92.	Displays systematic planning to determine a course of action . . . . Probe #1 Response	6	5 21	4	3	2	1
93.	Applies scientific principles to work when needed.	6	5 21	4	3	2	1
94.	Demonstrates willingness to experience work with a variety of new tools and materials.	6	5 22	4	3	2	1
95.	Relies on maintenance to keep the commonly used products of industry in efficient, safe working order.	6	5	4 18	3	2	1
96.	Appraises quality of work with objectivity	6	5 24	4	3	2	1
97.	Judges situations to determine similarities and differences.	6	5 19	4	3	2	1
98.	Makes recommendations for corrective measures based on feedback.	6	5 23	4	3	2	1
99.	Makes corrections when work needs revision	6	5 25	4	3	2	1
100.	Judges his employment on the basis of happiness in one's work.	6	5	4 17	3	2	1
101.	Demonstrates confidence in one's ability to succeed on the job	6	5 27	4	3	2	1
102.	Faces personal and social problems objectively	6	5 22	4	3	2	1

5.2 Characterization

103.	Develops desirable attitudes about personal traits, and social significance of work. . . . . Probe #1 Response	6	5 19	4	3	2	1
104.	Develops resourcefulness in the work environment.	6 23	5	4	3	2	1
105.	Understands the concept of work and the human satisfaction found in work.	6 20	5	4	3	2	1
106.	Develops emotional stability and even temperament	6	5 19	4	3	2	1
107.	Develops the mental stability to work "under pressure" as some jobs may mean meeting a deadline	6	5 23	4	3	2	1
108.	Demonstrates perseverance in accomplishing a job.	6 24	5	4	3	2	1
109.	Demonstrates self-direction in work responsibilities.	6	5 24	4	3	2	1
110.	Aware of appropriate dress.	6	5	4 19	3	2	1
111.	Refrains from human exploitation.	6	5 18	4	3	2	1

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ABSTRACT: THE PLANNING, DEVELOPMENT, AND ESTABLISHMENT OF VOCATIONAL REHABILITATION SERVICES FOR THE DISABLED AND BLIND IN THE SYRIAN ARAB REPUBLIC ARE DESCRIBED IN THIS REPORT. SUGGESTIONS ARE MADE FOR ASSESSMENT AND EVALUATION OF THE BLIND AND FOR THEIR ORIENTATION AND MOBILITY TRAINING. VOCATIONAL TRAINING COURSES AT THE NEW BERZEH CENTRE FOR THE BLIND AND DISABLED AT DAMASCUS INCLUDE WEAVING, CANING, BRUSH MAKING, LEATHERWORK, BOOT AND SHOE MANUFACTURE, TYPING, TELEPHONIST TRAINING, WATCH AND CLOCK REPAIR, PHOTOGRAPHY, SEWING, WOODWORKING, AND MOSAIC AND JIGSAW PUZZLE MANUFACTURING. IN ADDITION, AN INTEGRATED PRODUCTION UNIT WAS SET UP TO PROVIDE FOR (1) ASSESSMENT OF TRAINEES BEFORE THEIR ADMITTANCE TO A COURSE, (2) LAYOUT OF MACHINES FOR FLOW OF PRODUCTION, AND (3) TRANSLATION OF COURSES AND OTHER MATERIALS INTO ARABIC. EMPLOYMENT OPPORTUNITIES AND SELECTIVE PLACEMENT FOR THE BLIND AND DISABLED ARE ALSO PLANNED. THE REPORT CONCLUDES WITH RECOMMENDATIONS FOR A NATIONAL REGISTRATION POLICY FOR DISABLED AND BLIND CHILDREN AND ADULTS, WITH CONSIDERATION OF WHETHER THEY WOULD BENEFIT FROM VOCATIONAL REHABILITATION SERVICES; GENERAL AND PREVOCATIONAL EDUCATION; EXTENSIONS OF VOCATIONAL COURSES; ESTABLISHMENT OF COOPERATIVE SHOPS WHERE THE GOODS PRODUCED AT THE BERZEH CENTRE COULD BE SOLD; AND FURTHER TECHNICAL ASSISTANCE NEEDED FOR ADDITIONAL PROGRAM DEVELOPMENT. (MF)

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2

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Report prepared for
the Government of the Syrian Arab Republic
by
the International Labour Organisation
acting as Executing Agency for
the United Nations Development Programme

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4

I. INTRODUCTION

1. From 29 August 1967 to 8 February 1968, under the ILO's regular programme of technical assistance, the services of Mrs. Helena Larek, a vocational rehabilitation expert of the Ministry of Health and Social Welfare, Warsaw, Poland, were provided by the Director-General of the ILO to the Syrian Arab Republic to help plan a national vocational rehabilitation programme for the disabled.[1]

2. From November 1969 to December 1970 Mrs. Larek's services were again made available by the ILO to the Government and she assisted in the development of vocational rehabilitation programme activities.[2]

3. From 1971 to 1973 the then ILO Regional Vocational Rehabilitation Adviser for the Middle East, Mr. A.C. Sparshott (United Kingdom), carried out several short follow-up missions to the Syrian Arab Republic. His findings and recommendations resulted in the Government requesting the services of two ILO vocational rehabilitation experts whose main task was to help develop and co-ordinate vocational services for the disabled and the blind at the newly completed Berzeh Centre.

4. The two experts appointed by the Director-General of the ILO were Mr. W.J. Dolling (United Kingdom) and Mr. E. Turner (United Kingdom) both of whom started their six months' assignment on 7 July 1974. (Mr. Turner's assignment was subsequently extended for two months to 6 March 1975.) Mr. Dolling's main terms of reference were:

- to advise and assist the competent government authorities, the appropriate departments, voluntary organisations and especially the Ministry of Labour and Social Affairs in the development of a vocational training service for the disabled.

Mr. E. Turner's main terms of reference were:

- to help the Government develop and establish for the employable blind, including school-leavers, vocational assessment, training and resettlement services in Damascus with a view to regionalising some of the services on a national basis.

5. The Director-General of the ILO wishes to acknowledge with grateful thanks the help and assistance so readily provided to the two experts by the Minister and staff of the Ministry of Labour and Social Affairs and particularly those officials of the Social Affairs Department directly concerned with the Berzeh Centre project.

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[1] See Report to the Government of the Syrian Arab Republic on the Vocational Rehabilitation of the Disabled, ILO/OTA/Syria/R.13, Geneva 1968.

[2] See Report to the Government of the Syrian Arab Republic on the Vocational Rehabilitation of the Disabled, ILO/OTA/Syria/R.17, Geneva 1971.

II. FINDINGS

A. Preliminary work

6. Early in the mission the experts visited rehabilitation institutions in the country to gain background information for the co-ordinated development of their projects. Among the institutions visited were the Homs and Damascus Institutes for the Blind, the Latakkia Centre for the Disabled and the Aleppo Institute for the Deaf. The Arab Union Textile Company in Damascus was also visited and several jobs identified there which could be undertaken by suitably trained disabled persons.

7. The Alghafari Institute which had been the focal point of activity for previous ILO vocational rehabilitation assistance prior to the opening of the Berzeh Centre, had been transformed into a centre for orphaned young people. The workshop facilities there were first class with training provided in welding and assembly of tubular steel furniture, the manufacture of parts for carpet looms, etc.

B. National registration policy in respect of the disabled and blind

8. As in most other countries, there have been many estimates of the numbers of disabled and blind in Syria but so far no reliable figures have been obtained. The experts examined the national policy of registration which is as follows. The Government appeals to disabled people by means of radio, television, cinema and newspaper advertisements to come forward for registration. So far, no substantial numbers have responded.

9. It is evident that only with complete and up-to-date information and statistics on the number, social characteristics and location of the disabled can the Government plan the necessary building, staffing, assessment and training programmes for disabled persons, including the blind (see recommendation in paragraph 45 below).

C. Berzeh Centre for the Blind and Disabled, Damascus

10. The experts made a thorough investigation of the services at the Centre and concluded that owing to the fact that the main workshop building was not scheduled to be started before July 1975 the immediate priority would be to plan an integrated training and production workshop. The matter was raised with the Head of the Department of Social Services; it was proposed that four dormitory rooms on the upper floor of the Centre building be converted into a workshop, and a concrete ramp be built at the entrance to facilitate entry of machines and supplies. Present dormitory occupants were to be transferred to newly completed dormitory facilities.

11. The Ministry expressed interest in this, and at a further meeting agreement was reached to make the alterations a priority task. A flow-line production unit manufacturing brushes, stools and chairs using cane and coloured plastic wire was to be set up. Some equipment was to be furnished in "kit form" for distribution to disabled and blind in homeworkers' schemes or co-operatives.

12. It was also agreed to resite electrical points, mark guideways and walkways, establish a supplies store and stock record system and to create an evaluation section near the intake section.

13. The project was agreed to by the Ministry, and by the end of the mission all the machines had been installed, tested and run and production started.

1. Case conference procedures

14. The experts devoted a good deal of time to the development of intake and case conference procedures at the Berzeh Centre, for it was found that there was a great disparity in the educational levels of the trainees. Some of the blind did not know braille, others had varying standards; very few had any idea of orientation and mobility. Some of the trainees had been to schools, some not. Knowledge of elementary mathematics and geometry was very limited, especially

among the blind. There was definitely a need for the reorganisation of the educational programme, under the direction of a qualified specialist. (See recommendation in paragraph 46 below.)

15. Discussions were held on the application forms submitted to the Centre by the authorities recommending admittance and it was agreed that the following information should be provided on all the trainees' records:

(i) whether the trainee was left-handed or right-handed;

(ii) whether he was colour blind;

(iii) in the case of visually handicapped persons with residual vision, what colour shade they were aware of. (This would help in marking out working areas in bench work and for marking tools, etc. for identification purposes in assembly work.)

16. A matter for concern was the great variety of home-made crutches, pieces of wood and metal which the trainees brought with them to assist in their personal mobility. It was felt that in some cases, these aids would adversely affect their mobility and result in bad walking habits, uncomfortable postures, strained muscles and ligaments. It was suggested that the physician at the Berzeh Centre should periodically examine the crutches, braces and other aids used by the trainees, advise on their suitability, and suggest necessary alterations.

17. The Ministry was contemplating the appointment of a physiotherapist to the Centre who would work closely with the physician. Such a specialist is urgently required, for once the trainees commence their training programme, using muscles and movements which they are not accustomed to, muscular or ligament problems may develop. In such circumstances a muscle strengthening course, or remedial exercises may be necessary.

18. In addition to a general meeting on case conference techniques and procedures in which the Director and all professional and instructional staff of the Centre participated, group training and practice sessions were held.

19. Assessment and evaluation techniques, including reporting procedures, were also examined and discussed at some length with the staff concerned. The need for careful assessment/evaluation of each trainee before allocation to a specific training trade, was repeatedly stressed.

2. Orientation and mobility

20. Although a female instructor from the Damascus Institute for the Blind attended the Centre two days a week to give lessons in braille and elementary mathematics, there was no systematic orientation and mobility training for the blind trainees. The roads around the Centre were difficult to negotiate during the present building programme and this created mobility problems for the blind. It is suggested therefore that a full-time orientation and mobility instructor should be appointed. The provision of a tactile map of the premises would also assist the blind to get around more easily. (See recommendation in paragraph 53 below.)

D. Assessment and evaluation of the blind

21. A new assessment and evaluation programme for the blind was started in the Centre. The necessary equipment had been manufactured and delivered; instruction manuals as well as an outline of the assessment procedure, job opportunity survey, and list of skills shown in pegboard and geometrical figure assessment exercises were prepared and translated into Arabic. The Chief Instructor was given some initial training in evaluation and assessment procedures, but it is suggested that the new Orientation and Mobility Instructor (see C 2 above) should eventually take over responsibility for evaluation and assessment of blind trainees.

E. Vocational training

1. Weaving

22. Both the disabled and blind were being trained in this programme, but some difficulty had been experienced in placing them in textile factories on completion of their course. The possibility of undertaking work on their own account in their homes might be considered, but the necessary looms and materials would have to be provided in most cases. It is further suggested that the weaving section could gradually be transformed into a sheltered workshop.

2. Caning

23. This was a two-year course for the blind but no formal syllabus of training in different weaves and material had been laid down. The present trainees in the course need to be evaluated as to their suitability for the integrated programme. A new course with a well defined syllabus incorporating different designs and materials would be more appropriate as a sheltered workshop programme, for placement prospects are limited. Income opportunities do exist, however, in towns where trainees could work on their own account. The development of new products for the integrated production workshop could extend the range of caning at present being carried out.

3. Brush making

24. This was a course which had tended to be incorporated with the caning section. With the start of the integrated workshop programme, many new types of brushes could be made. Moreover, it will no longer be necessary to have the wooden stocks drilled outside; the blind could drill them in the integrated workshop programme. In co-operation with the instructor a new modified brush suitable for road sweeping was designed. Here again, as prospects of placing the trainees in open employment are limited, the possibility of developing the section as a sheltered workshop might be considered.

4. Oriental leatherwork

24. The chief products in this two-year course for disabled persons were brief-cases and canvas holdalls. The section was well equipped with machines although a new type of edge stitcher was required. The experts felt that a wider range of products should be manufactured. The training time to produce them could be considerably shortened and the range of skills involved would enhance the trainees' capabilities. There are limited prospects for the trainees working as homeworkers and a co-operative would provide a better opportunity for income earning. Two items of equipment were in bond at the Port of Lattakia and needed to be delivered to the Centre. One was a leather-printing machine and the other a guillotine. These two machines would enable colour printing of motifs, etc., on the leather goods, as well as a well designed trade mark for the Centre. New products could be wallets, purses, leather key-ring tags, identity card and licence holders and decorative leather necklaces. (See recommendation in paragraph 48 below.)

5. Boot and shoe manufacture

25. No formal course had been laid down but the practical work of producing boots and shoes was carried out. It is suggested that the issue of tools to the trainees on completion of their course should be considered. This would facilitate employment. (N.B. There are many small boot and shoe manufacturers working in Syria mostly on a family basis.)

6. Typing

26. This one-year course for the disabled was found to be well presented and organised, and offered good placement prospects. The educational standard of the blind at present indicates that the time is not opportune to introduce short-hand typing training for blind persons. (See recommendation in paragraph 49 below.)

7. Telephonist training for the blind

27. This was a one-month full-time training course offering good placement prospects. Two instructor sets and two trainee sets were checked and installed at the Centre, and an outline of the evaluation procedure to be adopted was discussed with the instructor. The Siemens Company, through their Syrian Director, was most co-operative and agreed to replace, for the benefit of blind operators, the signalling lamps on the switchboard by tactile supervisories. This same problem may have to be faced when a trainee is placed with an employer.

8. Watch and clock repair

28. This two-year course for the disabled was facing some difficulties in that there was a scarcity of training material and equipment. Moreover, placing prospects for trainees who completed the course were said to be rather difficult and the most satisfactory form of resettlement of the trainees may be achieved through work on their own account. The expert prepared a complete course syllabus with drawings and also made suggestions for widening the course content. (See recommendation in paragraph 50 below.)

9. Photography

29. This two-year course for the disabled covered picture-taking, developing, enlarging and printing. It is considered that as outside and architectural photography presents difficulties from the mobility point of view, problems of placement will arise. Studio work and the development of X-ray films in hospitals and laboratories might offer the best prospects of placement. The possibility of training a few blind persons as dark-room assistants might also be considered. (See also recommendation in paragraph 51 below.)

10. New sewing course

30. A syllabus for this six-month course for the disabled was prepared and translated into Arabic. The housekeeper has tried out the exercises and made a good start. It is felt that this course will offer good prospects for home-workers, placements in hospital sewing departments or in a co-operative. (See recommendation in paragraph 52 below.)

11. Integrated production unit for disabled and blind

31. The setting up of this unit was a priority objective of the experts. During the time when the building modifications were awaiting approval and completion, the experts had several meetings with the Ministry, Director of the Centre and instructors who would be involved in varying aspects of the programme. The working arrangements for the unit were discussed in detail; attention was also called to the importance of the evaluation course to ensure that trainees were carefully assessed and selected before admittance to a specific course. The layout of machines was planned to enable the production to flow from one end of the workshop to the finishing sections at the other. The following training courses and other materials were prepared and translated into Arabic:

- the use of hand tools (metalwork);
- first fundamentals of method study;
- woodworking course (hand tools);
- communications;
- pegboard and geometrical evaluation exercises;
- placement officer training;
- job opportunity survey;
- job skills analysis;
- job skills profile.

32. A complete course in metalworking practice in English was prepared for translation into Arabic.

33. During the latter part of the mission all the machines were wired up, tested and run. Two machines which required repair were rewired and proved satisfactory. The following equipment was operating by the end of the mission:

- wood turning lathe;
- broom handle making machine;
- bench drilling machine;
- pedestal drilling machine;
- thickness planer machine;
- bandsaw machine;
- circular saw.

The following production plan was outlined and agreed:

- the production of 24 new type stools to be finished with a plastic covered wire woven seat;
- the production of small wooden bowls;
- the production of cupboards for tools;
- the production of wooden crutches;
- the production of broom handles for sale;
- the production of a new type road sweeping brush for the municipality.

34. The workshop was equipped with fire extinguishers and aid boxes were ordered. A fire prevention and safety programme was prepared and translated into Arabic. The Chief Instructor was nominated by the Director of the Centre to carry out these duties as a temporary measure. (See recommendation in paragraph 53 below.)

35. It was agreed that the sighted disabled working in the original woodworking programme would be transferred to the integrated production unit. The blind trainees in the existing caning and brushmaking sections were also to be given the opportunity of working in the integrated programme after assessment and evaluation.

36. Other action specifically affecting the blind was taken or agreed as follows:

- the blind would undertake all drilling operations (the method of training was outlined and translated into Arabic);
- drilling jigs were designed for the use of blind operators;
- the jigs were made and used by the first blind drilling machine operator;
- the blind would carry out the taking off operations on the broom handle-making machine;
- inspection of finished parts to be undertaken by the blind;
- gauges to be used by the blind for inspection were designed;
- the final papering, polishing and packing of products to be undertaken by the blind.

(See recommendation in paragraph 54 below.)

12. New woodworking course (hand tools)

37. This six to nine-month course for the disabled was prepared and translated into Arabic complete with exercises, tests, illustrated demonstrations and projects. The tools used in the old woodworking course have been added to by local purchases to complete six sets of equipment.

13. Mosaic and jigsaw puzzle manufacturing

38. The expert together with the instructor for the integrated unit investigated the possibility of setting up a mosaic course and this proved to be feasible. Mosaic inlaying is a very saleable product and the skills required could be well within the capabilities of selected disabled. It was considered that this would be a good occupation for the self-employed or for a group of disabled persons in a co-operative. All materials and tools were purchased and the course duration was to be from six to eight months. It was also decided to establish a jigsaw puzzle manufacturing section. There is a ready sale for jigsaw puzzles and posters to provide the jigsaw pictures will be supplied free by various airlines and the government tourist board. A method of manufacturing the puzzles was designed and tools were purchased locally. When the expert left a sample jigsaw puzzle was in production.

39. The organisational and operational layout of the new courses and the integrated production unit were discussed with the Director and instructional staff and responsibility for various aspects of the work were agreed and allocated.

F. Employment opportunities for the disabled and blind

1. Placement

40. The Centre Placement Officer has done well to effect placements in open industry. With the starting of new courses aimed at giving the trainees a new skill and ability level, the Placement Officer should begin to function with a new concept of what is meant by selective placement. The experts prepared an outline of selective placement covering job opportunity survey and job skill analysis profiles. The whole outline was translated into Arabic. As the Centre's services develop, there will be a greater need for placement services. It is suggested that consideration be given to appointing four additional placement officers; a technical training officer is also required who could develop training opportunities for the disabled and the blind in employers' establishments.

41. The placement officers would also be expected to co-operate closely with social workers, hospitals and clinics, to help identify potential rehabilitees.

2. Main new workshops

42. This building was not scheduled to open until July 1975. The experts are of the opinion that the workshop should have a comprehensive metalworking course in hand tools and machine operating. This workshop could then undertake subcontract work, the manufacture of metal crutches and braces and offer a full course of hand tool training and machining. The range of products and training from the combined integrated programme and the main workshop would be of great benefit to the disabled and blind. The manager in charge would have to be of the highest calibre. (See recommendation in paragraph 56 below.)

G. Conclusions

43. The experts regretted that the shortness of the mission period and the delay in equipment deliveries together with the difficulties of the building programme precluded them from carrying out some of the short-term objectives; nevertheless, they were of the opinion that the Centre at Berzeh now offers a framework for developing a fully comprehensive rehabilitation and training programme for all categories of disabled persons. The recommendations which follow have been made with this in mind. The long-term objective of creating a national centre in Damascus with training facilities for staff from other Arabic countries is realisable but additional international assistance is required.

44. The Government is keenly aware of the possibilities for the further development of the services at the Centre and providing there is a careful selection of cases a small pilot project concerned with the mentally retarded could be introduced with further assistance from the ILO. (See paragraph 57 below.)

III. RECOMMENDATIONS

A. National registration policy

45. The Government should instruct its social welfare officers to personally contact all hospitals and clinics throughout the country to:

(a) examine in co-operation with the authorities the past and present records of in-patients and out-patients and register them when it is considered that they would benefit from vocational rehabilitation services;

(b) visit the rural community centres and seek the co-operation of the leaders in locating disabled children and adults.

The Government should instruct the directors and teachers of all educational institutes to co-operate with the registration officials in helping to identify disabled children.

B. Education of the disabled and blind

46. The Government should appoint a director of education for the disabled and blind. The person appointed should be a qualified educationalist, preferably female, with experience of working with children. The duties of the director would be:

(a) to examine the effectiveness of the present syllabi carried out in the Damascus Institute for the Blind, the Institute for the Deaf and Dumb and the school for disabled children at Berzeh; to compare it with the syllabi carried out in normal schools with the same age groups;

(b) to examine the equipment and materials used and to recommend any additions or alterations necessary to bring it into line with normal schools;

(c) to introduce prevocational courses to include mathematics, geometry and use of hand tools;

(d) to determine the teaching standards necessary to carry out the programme.

47. If these objectives can be achieved, they can form the basis for a national teacher training programme for staff from schools and institutions throughout Syria.

C. Leatherwork

48. With a view to expanding training and employment possibilities in this section, subcontract work for leather braces and belts should be sought from the army prosthetic manufacturing unit.

D. Typing course

49. This course should be broadened to include audio typing and the use of electric typewriters.

E. Watch and clock repairing

50. Consideration should be given to widening the course content by including meter testing and repairing. In this connection, it is proposed that the Director of the Centre should contact the Electricity Board who might be in a position to provide the necessary expertise and material.

F. Photography

51. Consideration should be given to extending the photography section to include silk screen printing and photo-stencil work. (A complete course outline was left with the Director of the Centre.)

G. New sewing course

52. Consideration should be given to the appointment of the present housekeeper at the Centre to the post of instructor in this section. It will be necessary for the instructor to visit hospitals and arrange to obtain samples of sheets, gowns, aprons and bed linen and to investigate the possibility of these items being made in the new sewing section on a contract basis.

H. Fire prevention and safety policy

53. The policy statement on fire prevention and safety prepared by the experts (and translated into Arabic) should be implemented as soon as possible. For the policy to be fully effective, it is essential that the internal telephone service be extended to all workshops in case of fire or accident or emergency. There should be a table with a relief plan and models of all buildings and facilities, braille numbers on each building and an identification list in braille. This will help the blind to find their way around the Centre.

I. Production

54. The purchasing of a wood-routing machine with a large variety of bits would greatly increase the variety of products which could be made and would also provide valuable training.

J. Co-operative for the disabled and blind

55. The Government should consider allocating some of the empty premises in the cottage industries area for use by the disabled and blind. The premises could be converted into shops where the goods made at Berzeh could be displayed, orders taken and sold. The premises could also house a duplicating and photostat service operated by the disabled, and possibly a passport picture-taking service. The premises could also play an important part as a sales point for work produced by ex-trainees still unplaced. These trainees could be supplied with sets of parts from Berzeh to assemble, cane and polish, e.g. stools, brushes, table lamps and wooden bowls. The experience gained could facilitate the setting up of area co-operatives on more formal lines.

K. New main workshop

56. It is essential that a well qualified and experienced technical manager be appointed to the new main workshop as soon as possible.

L. Further international assistance

57. The Government should seek further external assistance for a period of at least one year to help develop the following programme:

- to determine the needs for additional courses, equipment and staffing for the new main workshop;
- to train the manager in the techniques of machine layout, training methods for the disabled and blind;
- undertake market research into products for manufacturing;
- to conduct a course on selective placement;
- to review the effectiveness of the present courses and training programmes;
- to extend vocational rehabilitation and training services to selected disabled women;
- to assist with the introduction of a small pilot vocational rehabilitation project at the Berzeh Centre for the Mentally Retarded;
- to extend services to the disabled and blind to other main centres in the country.

The ILO will be glad to co-operate in this further activity subject to the availability of funds from the UNDP Indicative Planning Figure or other donor sources.

ACCESSION NUMBER: VT102995

PUBLICATION DATE: 30JUL75

TITLE: HEALTH CAREER EXPLORATION. FINAL REPORT.

DESCRIPTOR: *HEALTH OCCUPATIONS EDUCATION; *HEALTH EDUCATION; *SELF CONCEPT; *INTEGRATED CURRICULUM; *CAREER EXPLORATION; SECONDARY EDUCATION; DECISION MAKING SKILLS; CLASS ACTIVITIES; DEMONSTRATION PROGRAMS; PROGRAM EVALUATION

IDENTIFIER: OREGON

EDRS PRICE: MF AND HC AVAILABILITY WILL BE ANNOUNCED IN VOL. 9, NO. 6.

DESCRIPTIVE NOTE: 49P.; RELATED DOCUMENT VT 102 837 IN THIS ISSUE. PAGES 46 THROUGH 49 CONTAINING AN ARTICLE FROM THE COPYRIGHTED JOURNAL, "SCHOOL HEALTH REVIEW" WERE REMOVED. THEY ARE NOT INCLUDED IN THE PAGINATION.

ABSTRACT: THE FINAL REPORT OF THE HEALTH CAREERS EXPLORATION PROJECT AT ROOSEVELT HIGH SCHOOL, PORTLAND, OREGON, PRESENTS THE PROJECT ACTIVITIES FROM JULY 1972 THROUGH JUNE 1975, THREE PROGRAM EVALUATIONS BY OTHER OREGON EDUCATORS, AND SOME SAMPLE MATERIALS USED IN THE PROJECT. DESIGNED TO INTEGRATE CAREER EDUCATION MATERIALS INTO THE EXISTING HEALTH EDUCATION PROGRAM, THIS EXEMPLARY HEALTH CAREER EXPLORATION PROGRAM FOCUSED ON SELF-CONCEPT, DECISIONMAKING, AND EXPLORATION. AS HEALTH EDUCATION IS A STATE GRADUATION REQUIREMENT, ALL STUDENTS AT ROOSEVELT HIGH SCHOOL WILL EVENTUALLY RECEIVE EXPOSURE TO THIS ASPECT OF CAREER EDUCATION. THE PROJECT DEVELOPED RESOURCES FOR STUDENT EXPLORATORY EXPERIENCES IN THE AREA OF HEALTH EDUCATION/HEALTH CAREER EDUCATION, TESTED CURRICULUM ACTIVITIES, IDENTIFIED SOME STUDENT INTERESTS IN HEALTH CAREERS, AND INVOLVED 1,227 STUDENTS, 18 STAFF MEMBERS, AND 39 PARENTS AND COMMUNITY RESOURCE PERSONS. PROJECT ACTIVITIES IN STAFF DEVELOPMENT, INSTRUCTIONAL PROGRAM, AND MATERIALS AND CONTENT ARE CHARTED UNDER THESE HEADINGS: FIELD TRIP OPPORTUNITIES, EXPANSION OF CAREER-ORIENTED CURRICULUM, LOGISTICS (FOR FIELD TRIPS), DIALOGUE WITH OTHER EDUCATIONAL PERSONNEL, SUPPORT AREAS (SLIDE/TAPE PRESENTATION AND CHARTS), STUDENT NEEDS SURVEYS, AND HEALTH CAREER ORIENTATION. (AUTHOR/MF)

INSTITUTION NAME: ROOSEVELT HIGH SCHOOL, PORTLAND, OREG.

SPONSORING AGENCY NAME: PORTLAND PUBLIC SCHOOLS, OREG.; OREGON STATE DEPT. OF EDUCATION, SALEM.; OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

102 995

FINAL REPORT

HEALTH CAREER EXPLORATION

Project No. #26-001-217

Project Director: Margaret Smith

Roosevelt High School

Portland Public Schools

July 30, 1975

State Department of Education

Exemplary

VT 102 995

TITLE: Health Careers Exploration

INSTITUTION: Roosevelt High School
Portland Public Schools

PROJECT DIRECTOR: Margaret Smith
School: 6941 N. Central, Portland
(286-0025 or 286-5781)
Home: 1619 N.E. 77th, Portland
(252-7694)

PROJECT DURATION: July 1, 1972 --- June 30, 1975

COSTS:

Federal	Local	Total
$18,849	$12,339	$31,088

NUMBER OF STUDENTS AFFECTED: 1,227/3 yr.

NUMBER OF STAFF INVOLVED: 18/3 yr.

PROJECT DESCRIPTION:

Roosevelt is an urban high school situated in the St. Johns district of Portland, Oregon. The school population, between 1465 and 1215, is composed essentially of 'blue-collar' families. An increasing number of students come each year from a low-economic housing project within the school boundaries.

Many Roosevelt students fall into one, or both, characteristic groups --- disadvantaged basic skills, including reading, and terminal students. A portion of them have or are having low-level experiences in the world of work.

Purpose

The Health Career Exploration Project, an exemplary program, is designed to integrate career education materials (1) pertinent to student understanding of themselves and the decision-making process (applicable to all areas of career selection) and (2) those specific to the health area, into the existing health education program. The focus is on specific components --- self concept, decision-making and exploration.

Since health education is a state graduation requirement, all students at Roosevelt High School will eventually receive exposure to this aspect of career education.

Procedures and Outcomes

The project has utilized teaching staff to develop in-classroom activities and curriculum devices necessary to the development of positive self-concepts and decision-making skills --- both essential elements in the area of career decisions.

The project has developed sources and resources for student exploratory experiences. These sources run a wide range, from group experiences (30 or 11) to individual (1 to 1) experiences.

The project has refined, re-developed, field tested and finalized curriculum activities in the area of integrated health education/health career education. (The original collection of activities was developed in 1972-1973; it was expanded in 1973-1974 and finalized in 1974-1975.)

The project has developed a tape-slide-overhead presentation for public relations and orientation purposes for those inside and outside the Roosevelt community.

The project has identified through various means those numbers of students with purported interests in health careers.

The project has in its three year span 1972-1975 affected 1,227 students in skill development of self concept, decision making and in exploratory opportunities within the community.

The project has in its three year span 1972-1975 affected eighteen staff members. Those include professional/certified (administrative and teaching) and classified (including student and part time secretarial staff). Additionally thirty nine parents and community and resource persons have been involved.

A

BACKGROUND AND INSTRUCTION

Roosevelt High School is situated in a predominately blue-collar community between the Columbia and Willamette Rivers. The school boundaries include a city, low - economic housing project, the largest in metropolitan Portland. The geographical location makes Roosevelt somewhat isolated from the major portion of Portland proper. In the surrounding vicinity are industrial areas, terminals, docks and freeways. Many of Portland's large manufacturing companies lie within the school boundaries.

As one of Portland's thirteen high schools, Roosevelt enrolls approximately 1,465 to 1,215 students, 7.3% of the total high school population of School District No.1.

The curriculum is a traditional general high school one. Programs and curricula at Roosevelt tend to place their emphasis in basic skill development. Movement is currently underway for curricula to embrace career education aspects. In addition to the Health Career Exploration Project several other specialized areas are functioning. A Comprehensive Cluster Curriculum including automotive shop, building construction and metal shop. The work experience program at Roosevelt, an ongoing full year program, enrolled 166 students during 1974-1975. Additionally 17 students were involved in work-study programs and 173 students are enrolled in Manpower summer programs for 1975.

Alternative Education Through Cooperative Work Experience began functioning in 1974-1975. ICE (Interdisciplinary Career Education) integrates career education by experience time blocks in shop, business, home economics and social studies. A new Career Education Center began functioning during 1974-1975; it is directed by a Career Education Department Chairperson.

In the fall of 1971, according to an O.V.I.Survey, 25% of the Roosevelt student body indicated a desire to receive training in the Health Occupational Cluster. In July of 1972 a Health Career Exploration Project was funded jointly by Portland Public Schools and the Oregon State Department of Education to begin to meet student needs. Briefly, the project in its three year vision attempts to: integrate health career education into an existing state required health education program.

Since the initial Health Career Exploration Project began in July of 1972, 1,227 students, 18 professional/certified and classified personnel, 39 parents and numerous community and resource persons have been involved. Health Education is currently a full year required course taught by Health Education specialists. An integrated curriculum and a curriculum collection of health career activities has also been developed --- Health Careers Exploration II.

Since 1972, project statistics have shown that Health careers have mounted in student concern. The Explorer Scout Survey in the fall of 1973 indicated that, among sophomore students only, 37.5% had career interests in the area of health. The GATB in the spring of 1973 indicated that, among those sophomores tested, all of whom had been in the Health Education/Career Education program and project, 227 had aptitudes suited to the Health field; further that 44.5% chose a Health or Health-related career among their top three future career choices. Career surveys in 1974 indicated that among the 360 sophomores, 28.9% had career interests in the area of health. Although the 1974 figure is lower than 1973 this may be due to extensive career education occurring on many levels or due to clearer choices on the parts of students.

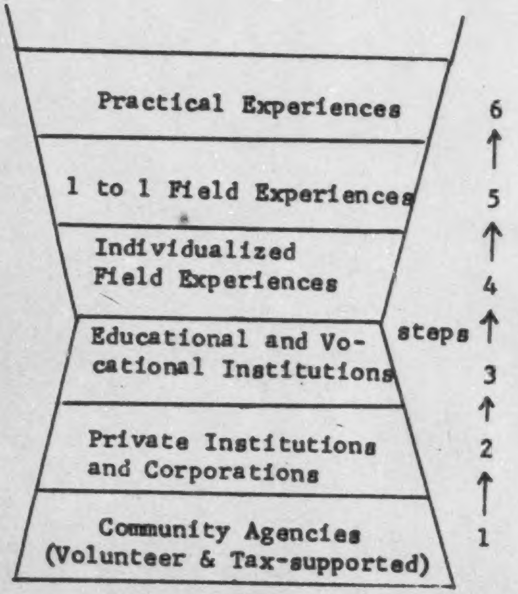
B

MAJOR ACCOMPLISHMENTS OR OUTCOMES

(by Project Components)

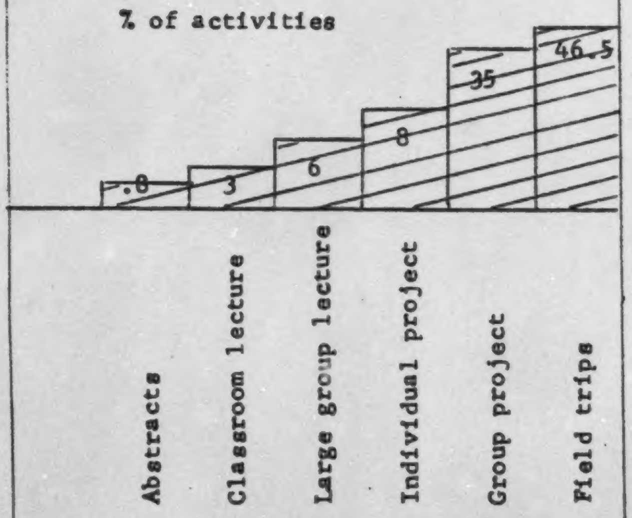
NOTE: Those resources and instruments developed which could be useful to others outside the Roosevelt Project have been appended where indicated.

8

STAFF DEVELOPMENT	INSTRUCTIONAL PROGRAM	MATERIALS & CONTENT DEVELOPED
I FIELD TRIP OPPORTUNITIES		
1. Development of large exposure career experience groups suited to student purported interests.	1. Large group exposure charts utilized throughout the classroom setting. Charts provide field trip opportunities, career enticement ads, general career information and opportunities. (Charts can be easily taken from magazines such as Career World)	1. Large exposure experiences were broken into the following groups: Biology, Community Worker, Cook, Dental, Ecology-Conservation, Medical Technician, Medicine, Nursing, Pharmacy, Psychology, Social Work, Special Education, Therapy, Veterinarian Medicine.
2. Development of field experience exposure plan.	2. Field experience exposures designed on a building block plan from Step 1 through Step 6. Such building blocks allow students to travel through exposure as far as their interest takes them.  Practical Experiences 1 to 1 Field Experiences Individualized Field Experiences Educational and Vocational Institutions Private Institutions and Corporations Community Agencies (Volunteer & Tax-supported) steps 6 5 4 3 2 1 NOTE: Field trip exposures move from generalized to specific action programs.	2. For a resource listing, pertinent to Multnomah County, Oregon see Health Career Exploration II.

STAFF DEVELOPMENT	INSTRUCTIONAL PROGRAM	MATERIALS & CONTENT DEVELOPED
	Field experience exposures--samples: Step 1: American Red Cross United Way (small groupings) Settlement Houses Step 2: Carolina Biological Don Hall Laboratory University of Oregon Medical School Kaiser Hospital Step 3: Portland Community College Mt. Hood Community College University of Portland Western Business University Step 4: Trojan Nuclear Plant Del's Care Center Emily School Step 5: Individualized day experiences with local health specialists (i.e. doctor, dentists, pharmacists.) Step 6: Multnomah County Well Child Clinic Loaves and Fishes Oregon Heart Association (i.e. assisting 'Nat'l. Health Blood Pressure Month')	

STAFF DEVELOPMENT	INSTRUCTIONAL PROGRAM	MATERIALS & CONTENT DEVELOPED
3. Field trip plan - utilized by total school. Original plan was developed by Title III ESEA and revised by Health Department.		3. Field trip plan as developed through Title III ESEA. Evaluation verbal. See sample field trip plan and evaluation Appendix A.1 and A.2.
4. Department field experience exposure evaluation tool developed. Tool is specific to health careers.		4. Department field trip evaluation tool. See Appendix A.3.
II CONTINUE EXPANSION OF CAREER ORIENTATED CURRICULUM		
1. Weekly department meetings utilized modification, retesting, rewriting. (Additional preliminary meetings with field testing schools were of value.)	1. Materials have been integrated into the program or have been eliminated when termed inappropriate.	1. See accompanying Health Career Exploration II.
2. Weekly department meetings and work sessions adapted materials into more usable formats. Particular consideration was made to adapting reading levels and selecting materials with lower reading levels.	2. See 1 (above) --- continued use of materials adapted from Career World Continued use of field experience exposure reporting system.	2. See accompanying Health Career Exploration II as developed along program components self concept, decision making, and exploration for the integration of health careers into an existing health education curriculum.
3. Subjectively discussed at department meetings. See Appendices A.2 and A.3 for evaluation tools developed.	3. Integrated into instructional program.	3. See Appendices A.2 and A.3.

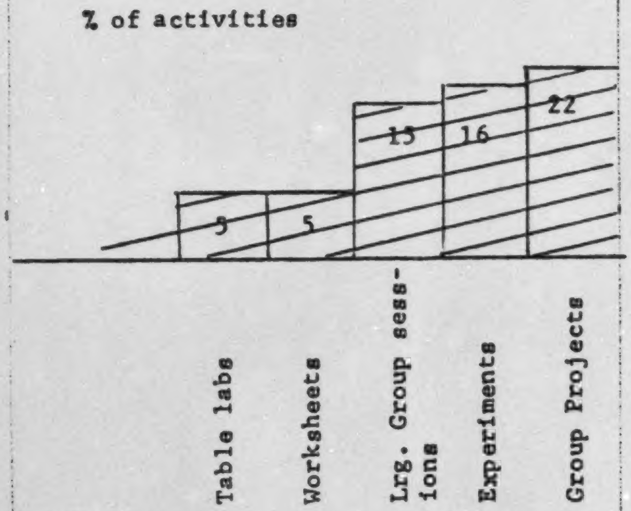
STAFF DEVELOPMENT	INSTRUCTIONAL PROGRAM	MATERIALS & CONTENT DEVELOPED
4. Subjective staff evaluation during department meetings and workshop sessions. GATB test administered to 265 sophomore students --- 1973. Generalized listings were administered to 296 sophomore students - 1974. Year end evaluation instrument administered to 262 sophomores, in selective curriculum areas - 1973.	4. GATB test results indicate a relationship between the Explorer Scout survey utilized in the fall of 1973, and some field experience exposures selected by students as a part of the instructional program. Career surveys in 1974 were more generalized in nature. Appeared to be reasonably valid. Year end evaluation indicated that: 46.5% of students preferred field experience exposures as their first choice health learning activity. Comparison with other typical classroom activities can be seen below: Student Evaluation First Choice of Classroom Activities: 	

<table>
<tr><th>STAFF DEVELOPMENT</th><th>INSTRUCTIONAL PROGRAM</th><th>MATERIALS & CONTENT DEVE[illegible]PED</th></tr>
<tr><td>Administered to 265 sophomores --- 1974.</td><td>1974:

Field trips not included in evaluation. Comparison of other typical classroom activities can be seen below:

Student Evaluation

First Choice of Classroom Activities:


 </td><td></td></tr>
<tr><td>Field test form has been developed, for 1974-1975.</td><td>Materials developed were used in instructional programs during 1974-1975 at Cleveland High School, Jefferson High School and Marshall High School.</td><td>See Appendix B.1 for field test form.</td></tr>
</table>

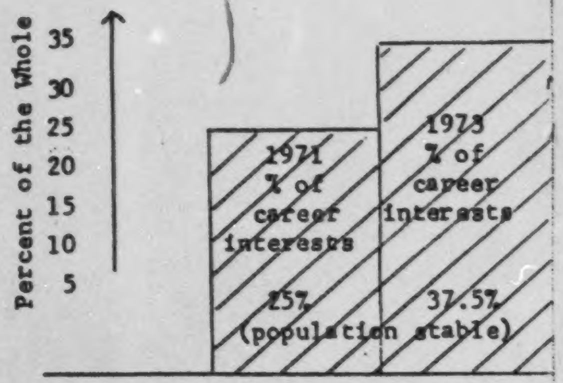
STAFF DEVELOPMENT	INSTRUCTIONAL PROGRAM	MATERIALS & CONTENT DEVELOPED
5. Roosevelt High School health education goals are in alignment with program goals and graduation competencies developed by Portland Public Schools. (Note: Health Career Exploration Project Director was a member of Portland's Graduation Comptency Committees - Phase I and Phase II)	5. As a result of staff development (see left column) Roosevelt instructional program goals are in alignment with 'new' graduation competencies.	
Materials developed by Health Career Project will be utilized where appropriate, in the Oregon Department of Education Curriculum Guide to be completed 1975.		Health Career Exploration Curriculum Guide was submitted to Len Tritsch for appropriate inclusions in 1975 guide.
Staff developed materials to assist third party evaluations.	Instructional program was evaluated in currculum and project areas by: Anna Mae Tichy and Dr. Michael Tichy, January 19, 1974 Kelly Hood in March, 1974 and by Lucille Trucano in March, 1975	See evaluation section for third party evaluation reports.
III CONTINUE EXPANSION OF LOGISTICS 1. Cadre of Roosevelt parents developed to chaperone field experience exposures. (Organized through PTSA.)		

STAFF DEVELOPMENT	INSTRUCTIONAL PROGRAM	MATERIALS & CONTENT DEVELOPED
2. Form letters developed for both pre and post field experience exposures.		2. See Appendix C for sample pre field experience exposure letters. See Appendix C.2 for sample post field experience exposure letters.
3. Consultation with school adminstration regarding new school district policy regarding field trips.	3. Suggestions should be integrated into future instructional programs.	
4. Contacts previously established with professional organizations maintained.	4. Supplementary to existing instructional program.	
Development of an on-going personal and organization resource file.	Supplementary to existing instructional program.	
IV ESTABLISH DIALOGUE WITH HEALTH CLUSTER PERSONNEL (NON-ROOSEVELT)		
1. Project Director maintained dialogue as much as possible with Portland Health Cluster curriculum personnel through cluster advisor Bob Signer.		
2. Project Director participated as resource person for Washington County Career Education Exploratory Workshop on February 12, 1974.		

STAFF DEVELOPMENT	INSTRUCTIONAL PROGRAM	MATERIALS & CONTENT DEVELOPED
3. Project Director participated as resource person for Health Curriculum class at Portland State University spring quarter, 1974. Two sessions --- summer quarter 1974. One session --- winter quarter 1974.	3. Integration into existing health education curriculum discussed and explained.	3. Slide-tape presentation used.
4. Project Director participated as resource person for Health Curriculum class at Lewis and Clark College winter quarter, 1974.	4. Integration into existing health education curriculum discussed and explained.	
5. Project Director participated as resource guest speaker for North Portland Rotary twice during 1974-1975. One staff member also participated once.	5. Integration into existing health education curriculum discussed and explained. (one presentation)	5. Slide-tape presentation used.
6. Project Director held twelve individual orientation sessions on campus during 1974. Project Director held nineteen group orientation sessions on campus during 1974-1975.	6. Visitors observed instructional program on paper and in direct classroom observation.	6. Slide-tape presentation used for seven of the twelve.
7. Project Director participated as resource person June 10-14 on Oregon State University campus in "Health Education Through Values and Attitudes" - 1974.	7. Overview of Health Career Exploration Project shared (including slide-tape presentation)	7. Materials included in Health Career Exploration Curriculum and Health Career Exploration II shared.

STAFF DEVELOPMENT	INSTRUCTIONAL PROGRAM	MATERIALS & CONTENTS DEVELOPED
Project Director participated as resource person June 16-20 on Oregon College of Education campus and Oregon State University - 1975.		
8. Project Director participated as a consultant for Health Education workshop at Castle Rock High School, Castle Rock, Washington.	8. Materials shared with workshop participants.	
9. Project Director served on an Area 1 Health Career Committee 1974-1975. (committee goal: delineate needs of all Area 1 students)		
10. Project Director published article "Health Career Education" in May/June School Health Review (national health education publication) --- 1974.	10. Article is an overview of Health Career Exploration Project.	10. Article published in May/June 1974 School Health Review. See Appendix D.1
V CONTINUE DIALOGUE WITH SUPPORTATIVE AREAS		
1. Development of a slide-tape presentation. Used as an orientation for Roosevelt faculty.	1. Slide-tape presentation used in instructional program in fall of 1973 as orientation for Roosevelt health education students. Used throughout the state 1974-1975.	1. Slide-tape presentation.

STAFF DEVELOPMENT	INSTRUCTIONAL PROGRAM	MATERIALS & CONTENT DEVELOPED
2. Development of a science course flow-chart related to career groupings being used in the Health Project with students.	2. Supplementary to instructional program.	2. See Appendix E.1 for Science Department flow-chart.
3. Development of a business course flow-chart related to career groupings being used in the Health Project with students.	3. Supplementary to instructional program.	3. See Appendix E.2 for Business Department flow-chart.
4. Project Director shared some curriculum materials with Social Studies Department in the area of sex and sexuality. A new course Man and Woman includes materials in career opportunities, sex-role stereotyping, etc.		
5. Health Education staff participated in School Talk Channel 10 produced by O.E.P.B.S. and the Public Information Department of Portland Public Schools.		5. Script of program included extensive dialogue in the area of health careers. Viewing audience ---???
VI SURVEY NEEDS AND DEVELOP OUTLINE FOR SPECIFIC STUDENT PARTICIPATION		
1. Explorer Scout Career Interest Survey utilized (1973) Explorer Scout Career Interest Survey compiled and compared to 1971.	1. Not surveyed in instructional program. (1973)	

STAFF DEVELOPMENT	INSTRUCTIONAL PROGRAM	MATERIALS & CONT[illegible] DEVELOPED
 Note: Some career groupings were not included in the 1973 statistics. These groupings do have some relationships to Health Careers, either directly or indirectly: Fish management, Forestery, Home Economics, Mountain Climbing, Nuclear scientist, Oceanography, Optometry, Park and Recreation, Search and Research, Teaching.	Groupings from Explorer Scout Career Interest Survey used in instructional program for breakdown of career interest areas: Biology, Community Worker, Cook, Dental, Ecology/Conservation, Medical Technician, Medicine, Nursing, Pharmacy, Psychology, Social Work, Special Education, Therapy, Veterinarian medicine, Zoology.	
2. GATB test utilized --- 1973. Generalized tests utilized --- 1974.	2. GATB testing completed during instructional program --- 265 students tested. GATB test analyzed between aptitudes and career selections by an "inhouse tool". Generalized tests utilized in classrooms during 1974.	

STAFF DEVELOPMENT	INSTRUCTIONAL PROGRAM	MATERIALS & CONTENT DEVELOPED
3. Objective termed a total school project of top priority. Will be begun during 1974-1975-1976 under administrative direction of 'new' career center.		
VII DETERMINE TYPE OF HEALTH CAREER ORIENTATION AT ROOSEVELT		
1. Ongoing material and statistics presented to administration. This objective is an administrative objective.	1. Development of a 'new career center' and 'new' career orientated courses within the building has given impetus to new instructional career goals throughout Roosevelt.	
2. Decisions for future --- this objective is an administrative objective.		

C

EVALUATION

Anna Mae Tichy, R.N., M.N.
and
Dr. Michael Tichy
Professor of Health and Physical Education
Portland State University

Kelly Hood, Chairperson, Health Education
Rex Putnam High School
Milwaukie, Oregon

Lucille Trucano, Specialist
Health Education
Seattle Public Schools
Seattle, Washington

Evaluation of the Health Career Exploration Project #26-001-145 at Roosevelt High School. Dr. Michael W. Tichy - Anna Mae Tichy

Introduction:

This report is an evaluation of some of the principles that have guided the health education staff at Roosevelt High School in its developmental processes for Health Career Exploration Project #26-001-145. Essentially it presents the frame of reference in which the staff pursued its innovative approaches. It embraces statements concerning: (1) the problems faced by Roosevelt High School students and students in other schools in the State of Oregon; (2) the objectives of health careers exploration as they are integrated with health instruction; (3) the conceptualizing of health education experiences; (4) the kinds of related work experiences that carry on throughout life; and (5) assessing the status of the health education program at Roosevelt High School.

Goals:

Guidelines for Health Career Exploration Project #26-001-145:

In determining the goals of the comprehensive program of Health Career Exploration at Roosevelt High School, it is necessary to examine the most recent proposal for continuation of this project dated December 30, 1973. No better statement of needs and project goals and description of procedures has been found than those set forth in this document.

The statements of need for continuation of Health Career Exploration Project #36-001-145, with specific reference to any field, implies that it is imperative to continue the original intent of the three year plan. One major consideration is to evaluate the methods, materials and techniques developed in the first year; change or modify these materials as needed and progress toward the completion of the project. Additional factors such as funding will be necessary in order that original goals can be met and to support this project to its termination.

Instruction:

It is a very difficult task to measure precisely the effectiveness of the total Health Career Exploration Project. However, after a close examination of the curriculum pattern, the project goals and objectives, the methods, materials and resources used, it is possible to make evaluative comments regarding some aspects of the Project.

A major concern in evaluating health instruction is the degree to which instructional goals and objectives have been attained by the learner. The ultimate goals being to reinforce or bring about favorable changes in health behavior, attitudes and knowledge. In determining whether or not the project's objectives have been attained or if they are worthwhile several factors must be considered.

Awareness of professional points of view at various levels of education is vital in the development of an effective local instructional program. The examination of such points of view may necessitate changing project goals and instructional methods.

Evaluating Content:

In evaluating the Health Career Exploration Project, we found the areas of health instruction and material to be meaningful and realistic. To substantiate this, we found the content to be up-to-date and valid. We also found the curricular offerings to be based upon students needs and interests. Content areas are definitely inter-related. The project coordinators view every aspect of the individual's development - physical, social, emotional and intellectual as an important factor in the over-all needs of their students.

Evaluating Objectives:

In further examination of the goals and objectives of the Roosevelt program, we were satisfied that the objectives were practical, feasible and accurately stated; however, we felt that more specific statements might be helpful. The objectives did cover a range of health attitudes, practices, and cognitive skills.

Evaluating Learning Opportunities:

This discussion will attempt to describe the extent the learning opportunities relate to or meet instructional objectives. In particular, our evaluation will center around resource materials and services and on the number of learning opportunities incorporated in the health education experiences of the Roosevelt students.

The following are criteria used in assessing the value of the learning opportunities associated with this project:

1. Does the learning experience at Roosevelt High School provide the learner with an opportunity to acquire the behavior stipulated in the instructional objectives?

Evaluation-Discussion: In examining the opportunities provided in the Health Career Exploration Program, we were satisfied that each student in health education was provided with many learning opportunities for thbe development and use of his resources. The use of student resources are essential for health education activities now and for carry over purposes later in life. The concepts set forth in the above statement reflect a modern, informed viewpoint of health education.

2. Are the learning opportunities appropriate for the maturity of the learner?

Evaluation-Discussion: The majority of persons interviewed felt that the opportunities provided in the Health Career Project were consistent and commensurate with the developmental patterns of the students in the program. Since a significant number of students enter Roosevelt with learning difficulties, a special remedial program is available during the freshman year to rectify the situation. So that more students may benefit from the project the directors have geared their program primarily for the sophomore student. When the exploration of health careers are provided at the sophomore level, interested students are better able to direct their future academic work into the proper areas. However, should students of upper grades be interested in the program, the opportunity to explore these health areas is available.

The directors and staff have taken particular interest in the non-reading students. Special class materials, approaches and evaluations appropriate to these students' needs are available and utilized.

3. Are the learning opportunities motivating or rewarding?

Evaluation-Discussion: The program provides many opportunities to measure success and observe progress. The experiences, both in school and out, provide real situations upon which health motivation may be based. Certain rewards, such as excursions have a health education value in themselves, in addition to the enjoyment which they contribute to students.

Again, consideration of the non-reading student needs allows these students to achieve a sense of real satisfaction in learning through specially designed opportunities.

4. Do the learning opportunities allow for the integration of related experiences?

Evaluation-Discussion: Integration refers to the relationship of one subject matter to another or one content area or organizing element to another. Implementing this criterion brings about horizontal organization of the curriculum. Integration also provides the learner with a more unified view of health rather than a segmented one. Not only are the health education and career learning opportunities integrated with other subject matter but specific efforts are made to relate them to adult life experiences. However, better utilization of the many opportunities for coordination with other disciplines at Roosevelt High School could provide a more unified view of health.

5. Do the learning opportunities allow for individual differences and abilities of the learners?

Evaluation-Discussion: In assessing the health education program, we were reassured immediately of the faculty's concern and utilization of the nature of individuality as a vital factor in the educative process. There were several aspects which are worthy of note in the program. For one thing, it was observed that the individuality emphasized an intuitive quality of learning. Secondly, the philosophy of the faculty is that learning is privy to the individual who does the learning. Only he can do it; no one can do it for him. Constantly we were impressed with the concept that worthwhile healthful living can be neither "given" nor "received." It must be experienced. Thirdly, individuality points to the respects in which any particular student is different from other children. It is due to such unique variations as these that generally make difficult the application of any uniform educative procedures.

6. Does the environment contribute to health as well as provide an atmosphere for learning?

Evaluation-Discussion: In assessing the Roosevelt Program, the evaluators were satisfied with the sincere attempt to create a healthful environment for all health career students. They have attempted to show the importance of providing an environment where the individual has freedom, self-respect, and security and experiences satisfaction in his activities. However, despite emphasis upon preventitive measures, there will always be some individuals who will need professional help. We feel that professional counselors should be utilized to greater advantage, especially with the more serious problems. Specially trained to deal with such problems, they can render a great deal of personal help to the student as well as promote a more healthful environment for the school.

The following areas were examined and found to be satisfactory:

a. Organization of the school day: The length of time was reasonable and adapted to the needs of the pupils. Special activities are provided in accordance with pupil needs.

b. Scheduling: The amount of time devoted to a specific task is assigned with regard to readiness, reading ability and the needs of the student. The educational program is a flexible one, so that it is possible to schedule special activities without hindering the regular program.

c. Student Achievement: There is provision in the health program for individual differences in respect to readiness to learn, academic ability, and environmental background. Consideration is given to the physical and mental growth of each student. The abilities of each student are recognized and instruction adjusted to individual ability.

d. Grades: The program is planned so that each student can experience a satisfying educational success.

e. Discipline: Behavior is evaluated with the knowledge that misconduct is a sign of maladjustment and an attempt is made to find the cause. Also student abilities are recognized and an effort is made to maintain the self-respect of the student through the use of praise. There also seems to be evidence that by specialized classes, attendance and participation by students have been improved.

f. Student Grouping: Grouping in the health careers project is flexible so that administration and organization exist only to expedite the process of learning.

g. Teacher-Pupil Relationships: The evaluators were pleased to observe that there is cooperative thinking and effort between teachers and students rather than emphasis upon the sole direction of one person. The student is made to feel that he is part of the group and contributes to it. The atmosphere of the classes observed was relaxed and friendly. The administrator of the program has good relationships with her colleagues. All the staff appeared to be enthusiastic and confident.

7. Locating, selecting and producing learning resources.

Evaluation-Discussion: There is no question that a variety of teaching and learning resources are needed to carry on effective and efficient programs of instruction. However, if these tools are to be used they must be readily available and the teacher must have a ready reference in order to locate appropriate materials. A more effective placement and arrangement of materials used in the health career project were recommended by the evaluators.

At Roosevelt, every effort should be made to keep teachers and students informed of new materials and resources. There should be a system for cataloging and inventorying these materials. Each item should be listed on a card and the file made available to all students and teachers. Keeping such an inventory up-to-date is essential for effective use.

Summary: In the opinion of the evaluators, the directors and staff have made considerable progress in achieving many of the objectives and goals of the health careers project. This mid-year evaluation shows that their continuing efforts should ultimately achieve a realization of a majority of the goals and objectives as stated.

The curriculum offerings in the project have challenged some existing health instruction practices, confirmed the desirability of continuing others, and encouraged the adoption of new practices. The faculty of the project have attempted to clarify pertinent questions: What knowledges and skills are most useful in society? Can educational objectives be stated in observable terms to provide for subsequent evaluation of the curriculum? What subject matter should be chosen as the basis of instruction? How should subject matter be integrated? What types of learning experiences should be included in the curriculum? How can the project provide for a longitudinal sequence of learning experiences. What kind of daily and weekly schedule of activities should be adopted?

While attempting to meet these educational problems, the project staff have produced a feasible and working model of health career education. Of particular note are the individualized approaches of the project and the faculty's utilization of student motivation and direction. Throughout the project is seen a strong emphasis on the coordinated efforts of health professionals in the community to aid the student assess the actual duties and responsibilities of the health career he selects. The logical sequence of educational opportunities to follow this project would be a program of directed learning and work experiences for upper level students interested in purusing specific health careers.

Evaluation of the Roosevelt High School Health Education Program
Evaluated by: Kelly Hood, Chairman, Health Education, Rex Putnam
High School, Milwaukie, Oregon (Member, State Evaluating Team - 1974)

Overview

Health Education at Roosevelt is a year program, required of all sophomores. It is my understanding that this program is a state pilot project in preparation for the new graduation requirements that expand health to a year program. The Health Education staff consists of one male instructor and two female instructors. It should be noted that even though each of the instructor's college preparation was not in the area of the Health Specialist, their additional preparation in the area of health, plus their teaching experience, enthusiasm, and dedication would qualify them as Health Specialists at this time. The over-all approach to Health Education by the Roosevelt Health staff has given their school an outstanding program. This program has to rank as one of the best in the state and could be used as a model for other schools to follow. It was very gratigying as a Health educator to see the excitement that these teachers had for their subject matter and for the desire to make Health Education relative to the needs of Roosevelt students. This is supported by the course goals and course objectives that they have established for their Health program.

Commendations

1. The improvising and oganizing of the basement area into a very functional and pleasant Health Center. Despite the age of the building and the openness of the area, the Health staff has developed a very suitable instruction and learning area, creating an environment that appears very pleasing to the students.

2. The outstanding professional and working relationship of the three members of the Health staff.

3. The development of a Health Education curriculum that is designed to meet the needs of Roosevelt students.

4. The mode of instruction allowing for large groups for special speakers, movies, etc. This is made possible by the organization of the facility and the team teaching of the three staff members.

5. The teacher-student rapport that was very evident. Students were excited about Health.

6. The many innovations that the staff has devised to make the material interesting and the meeting of student needs by learning by doing.

7. The use of outside resources, field trips, etc.

8. The excellent collection of Health Education materials, books, pamphlets, etc., and their availability to the students.

9. The dedication of the staff to take it upon themselves to seek additional preparation and to keep current in the field by taking classes, workshops, etc.

10. The outstanding departmental organization which comes, I understand, with a lot of donated time on Saturdays by the Health staff.

11. Allowing students' input to help design each unit. This indicates what students want to know and don't know. A good hiden diagnostic tool.

12. The amount of meaningful student participation in each class.

13. The utilization of the one year program into a very comprehensive course giving students an opportunity to be exposed to many aspects of both physical and mental health.

14. The interrelationship of career education within the Health program.

15. The cooperation of the Health staff afforded the evaluator.

Recommendations

1. That the entire basement area, exclusive of the TV room and the adjacent room, be used for Health Education. Thus expanding the facility, giving students more room and eliminating distractions of the book room. Also moving the book room to another area would seem to aid their efficiency. Then they would not be distracted by the Health classes.

2. That curtains be placed on the windows so that movies, slides, TV., etc. can be shown more effectively. Even with the lights out, because of the large windows in the area, it was very difficult to see the slides on a slide presentation.

3. That if the book room remains in its present location, a rewiring of the lights take place in order for the Health Center to turn off the lights separately.

4. That uniform furniture be placed in the area in order to eliminate crowding. It was observed that with the larger tables in the area, a crowding of students occurred.

5. That the Health Center be installed with its own TV video tape hook up. With the amount of excellent Health Education material

being shown over the commercial networks, it would be (advantageous) for the Health Department to have access to and make better use of these excellent resources.

6. The development of a student evaluation in order to measure the Health program as to the needs it meets.

7. That Drivers' Education remain out of the Roosevelt Health Program. They are doing an outstanding job.

Lucille Trucano
Seattle Public
Schools
Seattle, Wn.

HEALTH EDUCATION AT ROOSEVELT HIGH SCHOOL
Portland, Oregon

AN EVALUATION

Curriculum

Roosevelt High School's Health Education Program is an educationally sound program from its philosophical foundation to its teaching strategies and evaluation activities. The program focuses on the developing individual as he explores new knowledges and ideas, begins to understand himself, and makes decisions. The interesting design of the curriculum is that while the focus is on the physical, emotional, and social components of the individual; the individual is interacting with his family and community environment.

This program reflects current health education philosophy and a professional committment by staff members. Portland has received full measure and more from the three Roosevelt teachers. They have taught well and planned an outstanding curriculum at the same time.

The careful curriculum planning for career exploration needs special mention. The Roosevelt High teachers have done what I believe many career programs lack. That is, the teachers begin by helping the individual see who he is and where he wants to go because part of any career choice is helping individuals see that work and self-fulfillment are closely allied.

The staff spends much time helping each young person to realistically assess his abilities, skills, and values; but they also put much responsibility for searching out information on the students. The use of field experiences is a big part of Health Careers Exploration and it should be noted that it takes a great deal of time to search out such opportunities and time to prepare students so they will benefit from the experience. In addition there is much value in the public relations aspect of such experiences.

Two other pluses for this program are the availability of a school bus for health career field experiences and the easy accessibility of the Career Center.

Commendations:
1. Careful program planning.
2. Innovative unit definition and development.
3. Marriage of health career and health education.
4. The time the staff gives in program planning and especially the time and care they give to planning the career education components.

Recommendations:
1. Continue the course for a full year -- anything less will dilute an outstanding program.
2. Resist incorporation of nonrelated studies such as driver education into health education.
3. Provide release time or summer employment to finalize the design of this program. Too heavy a work load will eventually diminish the enthusiasm and thus the quality of input to this program.

Instructional Process

Student health needs are met through utilizing student interests and student decision making. This insures that content selected for study is meaningful to this age group. It also mandates that teaching strategies vary to provide flexibility in meeting the learning styles and abilities of young people.

The health education staff indicated their concern for and the need to challenge the gifted student. They are aware, however, that designing and implementation of a basic program must be their first priority.

Provision is made for the slower students by providing smaller classes. The health education staff did express the need, however, for more appropriate learning materials for these students. Such material may need to be developed as little is available commercially.

The staff is to be commended for the use of wall space to make easily available referral information on personal health matters; i.e., venereal disease clinics.

The evaluation tests designed for classroom work go beyond the cognitive levels. Each test contains affective and action measurements. Of particular interest are the ungraded opinion-type items included on each test. The assessment tools prepared reflect the philosophy of this program in that they aid in helping students understand self in relationship to the decisions the students are making.

Evaluation by students of resources is an integral part of this program. Also administered at the end of the year is an evaluation by students of the learning opportunities and of the teaching strategies of Health Careers Exploration.

One problem which exists is that students come to this program with varied backgrounds. Possible solutions might be to:

1. Devise entry skill assessment instruments and schedule students according to the results of the assessment.
2. Increase space, materials, and teacher time so greater individualization can take place.
3. Devise elective courses which students can select after they have finished the basic course.

Commendations:

1. A program which meets student needs through addressing itself to student interests.
2. The professional concern of the staff for their students.
3. Individual contracts available to students.
4. The assessment instruments prepared by the staff.
5. Inclusion of questions concerning the affective and active domains in examinations.
6. Provision for establishment by students of their own learning objectives.
7. The appointment of a department head for health who can help to ensure that health education gets its share of budget and time allocations.

Recommendations:

The book containing learning strategies needs a different format to enable other schools to use it. This recommendation is made on the assumption that someone not involved in the planning of such a program and probably less sophisticated in approaching health education might find the less traditional organization difficult to use. I would suggest a format of more traditional health area; i.e. mental health, and on each upper right-hand corner, identification as to whether it is exploratory, self-concept, or decision-making.

Facilities

The health education complex has the advantage of being flexibile; that is, it can be used for large, small, or medium group instruction. However, the mechanism for dividing is cumberson. Light-weight, taller, and attractive dividers would improve the environment.

Office space for instructors and storage space for materials is provided. As the program develops and learning opportunities for the slow student and for the gifted student increase, some provision should be made for individualization. Two or three carrels with filmstrips and filmloop projectors, headsets, etc., could provide some flexibility.

Even without programming to meet gifted and slow students' needs, carrels or stations supplied with hardware (filmloop projector, overhead projector, etc.) would allow students to increase their choices of learning activities in which to be involved and/or increase their own responsibility for accomplishing the learning objectives they are allowed to establish.

Commendations:
1. Room flexibility.
2. Location near Career Education Center and its computer.

Recommendations:
1. Acoustical treatment of the room.
2. More easily maneuvered dividers.
3. Better lighting and brighter room colors.

Learning Materials

A variety of written materials are available. Some storage area exists.

There appears to be a need for more multi-media materials. To increase opportunities to reach the different learning abilities and styles of students, greater variety and amounts of materials need to be available. Equipment to use these materials should also be in the health education area if responsibility for one's own learning is an objective of health education. Stations or carrels could be set up so that use of the materials and equipment is possible by individuals and small groups. (See facilities.)

Recommendations:
1. Increase audio-visual materials such as charts, models, filmstrips, filmloops.
2. Increase equipment needed to use materials such as projectors, tape recorders, TV outlets.
3. Increase supplies so students can make visual aids such as transparency material, cassette tapes, and poster material.

General Recommendations

This program has had long hours of planning to bring it to its present day quality. I suggest some released time or summer employment to allow the teachers to finalize their plans. Development, implementation, and refinement is a full-time job; along with this, these three people have done a commendable job of teaching -- another full-time job. Too heavy a load will begin to take a toll in enthusiasm and in quality of work.

This program should be available to all students in Portland, not just Roosevelt High students. It is an exportable program.

There should be some planning for future efforts to develop materials and teaching strategies for the slower and the gifted students.

This program should be publicized because there are too few good health education programs available for observation.

LT:bv
2/28/75

D

Summary

The Health Career Exploration Project at Roosevelt High School, presently completing its third exemplary year, has been a valid and needed project.

The project goals were in fact sufficiently met. Initial ground work during 1972-1973 enabled the project staff and field testers during 1974-1975 to delineate and refine classroom activities of most benefit. Those activities appear in the attached supplement --- Health Career Exploration II.

E

CONCLUSIONS

Student, staff, administrative and third party evaluations of the Health Career Exploration Project have been positive in nature. Inquiries, visitations and guest speaker requests, both in and outside the building, have increased considerably. These factors, along with activities and materials developed, would tend to support the following conclusions:

1. Statistically Health Career interest is a mounting student concern.
2. Community support and involvement in off-campus exploratory field experiences is positive; it has been a significant factor in the exposure success.
3. A full year Health Education program increases potential for the integration of Health Career components into an existing Health Education curriculum.
4. Dialogues and interdisciplinary flow charts have increased student accessibility to career information as it interweaves through curricula outside of Health Education.
5. Financial limitations, imposed after proposal goals were submitted, limited the depth to which some goals were conclusively completed.
6. Outside inquiries, requests for curricula and visitation privileges indicate that the Roosevelt Health Project is gaining notoriety.
7. Roosevelt students have had an increased number of career opportunities and involvements, both inside and outside the school itself, as a result of the Health Career Exploration Project.
8. MOST SIGNIFICANT OF ALL, THE HEALTH CAREER EXPLORATION PROJECT AT ROOSEVELT HAS SHOWN THAT CAREER EDUCATION AND HEALTH EDUCATION CAN BE SUCCESSFULLY INTEGRATED INTO A FULL YEAR HEALTH EDUCATION PROGRAM.

It is the Directors' opinion that:

1. The success of the project is highly attributable to staff member involvement and administrative support.
2. The continuation of this project, as an integrated phase of curriculum, will necessitate administrative input, counseling assistance and continued staff orientation toward career education.
3. Interest throughout the state has shown that the integration of health education and career education is of mounting interest to both health educators and career educators.

4. The state department should find a means of sharing with health educators throughout the state the activities which are attached in the supplement Health Career Exploration II. These activities did field test positively.

5. Health career education is appropriate, imperative and a professional obligation of all health educators.

F

RECOMMENDATIONS

See third party evaluations - Section C.

In addition to third party evaluation recommendations, the following recommendations are made by the project staff:

1. Alternative methods of transportation need to be found if Roosevelt transportation alone cannot sustain student exploratory needs.
2. Additional methods need to be found in order to involve Health professional personnel in Health Career Education.
3. Roosevelt High School needs to develop processes whereby Health career interests by students are met beyond the exploratory level, other than work experience involvement. This might imply the development of a junior or senior course, or active recruitment to Health Cluster programs already existing in Area 1 (Jefferson and Lincoln High Schools).
4. One free period without other duties needs to be provided for an individual to coordinate student involvement if student interest levels remain stable.

G

APPENDICES

A.1 Sample Field Trip Plan

A.2 Sample Field Trip Evaluation

A.3 Departmental Field Trip Evaluation

B.1 Field Test Form

C.1 Pre-field experience exposure letter (sample)

C.2 Post-field experience exposure letter (sample)

D.1 Health article published in May-June 1974 School Health Review

E.1 Science Department Flow Chart

E.2 Business Department Flow Chart

APPENDIX

A.1

RIVERGATE PROJECT

Field Trip Plan

Teacher: Health Department School: Roosevelt

Proposed date of trip: 1/23/74

Proposed type and/or location of visit:

Kaiser Hospital (Therapy)

Objective to be accomplished: To gain knowledge of: 1) types of equipment used in hospital therapy; 2) procedures used in care of patients; 3) education & experiences required in the occupation; 4) salaries, working conditions, benefits; 5) possibilities of volunteer work.

Activity/ies planned:

Tour and question/answer period

How do you plan to assess the accomplishment of your objectives?

- informal debriefing
- information cards
- class sharing
- follow up field trip in related areas

NOTE: To be submitted prior to field trip.

9/73

APPENDIX A.2

FIELD TRIP EVALUATION

Place Visited Nature's Health Food Store Teacher Health Dept. School Roosevelt Grade 10

Career Exploration Goal: Personal investigation of health related careers Objectives: see field trip plan Date: 3/12/74

A. STUDENT PERFORMANCE

Student's Name	Obj.		Student's Name	Obj.		Student's Name	Obj.	
1. Kelly Barrera	y	y	12.			23.		
2. Debbie Anderson	y	y	13.			24.		
3. Terry Herzog	y	y	14.			25.		
4. George Langworth	y	y	15.			26.		
5. Deby Goodman	y	y	16.			27.		
6. Jackie Lalonde	y	y	17.			28.		
7. Diane Gillpatrick	y	y	18.			29.		
8. Gloria Nelson	y	y	19.			30.		
9. Penny Strachan	y	y	20.			31.		
10. Cookie Marritt	y	y	21.			32.		
11. Diana Coop	y	y	22.			33.		

B. FIELD TRIP APPRAISAL

	Obj.Yes/No		Comments and suggestions:
1. Arrangements were properly made	Y		1. good opportunity for students to compare prices and ask questions about nutritional quality
2. Information supplied by company was appropriate to objective	Y		2. trip would indicate health stores evasive in response to questions re FDA, rules and regulations, additives, etc.
3. Students were allowed to ask questions	Y		3. owners were very cooperative and informative, in their field
4. Company representative communicated well with students	Y		4. yes - allowed sufficient time for questions and answers
5. Field trip should be recommended to others	Y		5. yes - would recommend that trips of this nature follow a nutritional unit in the classroom

APPENDIX A.3

FIELD TRIP EVALUATION

NAME:____________________
SITE:____________________

1. Why did you choose this particular trip? (in other words, what was your goal?)

2. In at least five sentecnes, explain what you saw and heard:

JOB DESCRIPTIONS:

1. Approximately how many people does the site of your field trip employ?__________

2. What are five (5) kinds of employees that work there?
   1.
   2.
   3.
   4.
   5.

3. Of all the occupations you observed which requires the least amount of knowledge and/or skills?

   Why?

4. Of all the occupations you observed which requires the most amount of knowledge and/or skills?

   Why?

5. Are employees unionized or professional. (circle one or both)

6. Describe working conditions (inside, outside or both; extreme temperatures; noise and vibrations; hazards or risk of bodily injury; fumes, odors, dust, poor ventilation; hours -- day, swing, nights, weekends, holidays, etc.)

7. Is there an opportunity for service to humanity? Yes No (circle one or both)

8. Are there advancement possibilities? Yes No (circle one or both)

9. What is the starting salary for the job that interested you most?
   Job______________________________Salary________________________

10. What expectations does the employer have in terms of dress and appearance?

11. Is the site of your field trip government supported or private? (circle one or both)

EMPLOYMENT POSSIBILITIES:

1. Would they hire a high school graduate? Yes No (circle one or both)

2. How should an employee be prepared for the job? (a particular job you choose)

3. Do they offer on the job training? Yes No (circle one or both)

4. Do they offer incentive programs -- more pay with experience, etc? Yes No

5. Do they have summer employment opportunities for high school students? Yes No

6. Who would you talk with about obtaining a job at your field trip site?

7. Are demands for employess increasing or decreasing? Yes No (circle one)

BENEFITS:

1. What role does the place you visited play in relation to the total community?

2. Did you personally benefit by this experience? Why - or why not?

FIELD TRIP EVALUATION FORM

NAME: ____________________
DATE: ____________________
SITE: ____________________

Circle answer where choices are given

1. Do you feel that the field trip was informative? Yes No

2. Was the field trip interesting to you personally? Yes No

3. Would you suggest that others go on the same trip? Yes No

4. If you answered no to number 3, explain why:

5. Do you feel that the employees were eager to see you and to answer your questions? Yes No

6. Was your guide well informed about all aspects (parts) of the work involved? Yes No

7. Would you be interested in exploring this area of work more fully? Yes No

8. Was enough time spent on this field trip? (circle answer below)

More needed Enough Tie Too Much

Health Careers
Supplementary Materials Feedback Instrument

Explanation: Health careers supplmentary materials, including worksheets, questionnaires, and activity packages have been made available to you and their use encouraged. Your opinions concerning the quality and useability of these materials is most valuable and will greatly influence their future adoption and distribution. Consequently, you are requested to complete this form immediately after each and every supplementary worksheet, etc., is employed and return it (the feedback form) to Margaret Smith, Roosevelt High School.

Teacher's name:____________________School;______________Date:__________

Material identification (Title or description of material used:____________

____

1. With what unit (lesson) was this material used:____________________

____

2. What unit (lesson) preceded and followed this activity?________________

____

3. What were the characteristics of the students participating in the current activity (grade level, reading level, etc.)?

____

____

4. Was the language, reading level, etc. of this material appropriate for your students? If no, explain.

____

____

5. Were the directions for using the supplementary materials completely clear to you? To your students? If no, explain.

____

____

6. Was the format of the material adequate (sufficient space allotted for student response, etc.)? If no, explain.

____

____

7. What was your main purpose for using this material?__________________

____

____

8. What was the impact of this activity upon your students?____________

9. Would you use this material again? Explain:____________

10. What changes would you make in the format, content, or use of this material?____________

Thank you for your cooperation!

BJR:sp
6/5/74

APPENDIX - C.1

PORTLAND PUBLIC SCHOOLS
ROOSEVELT HIGH SCHOOL
6941 North Central / Portland, Oregon 97203
HEALTH CAREERS EXPLORATION
Phone: (503) 286-0025
Margaret Smith

January 7, 1974

American Ambulance Company
2007 Broadway
Vancouver, Washington

Gentlemen:

This is to confirm with you the arrangements made for a Health Careers exploratory field trip on January 17, at 1:30 p.m.

The students involved in this visit will be soohomores who are exploring future careers in all health fields. They are learning about job activities, ecucation and training required, related fields and future employment possibilities. These trips are made in very small groups and are chaperoned by a parent or teacher.

As you know, the students making this trip are particularly interested in the combination of medical/mechanical ability required for this career field. If, for example, a vehicle with air conditioning requires a heavy duty radiator, what types of equipment are contained in the body of an ambulance that would require corresponding "support" equipment under the hood? Following this, what types of medical/mechanical skills are required of properly trained drivers to assure that the vehicle is functioning correctly?

Thank you for your help in giving our students community support to further their education.

Sincerely,

Margaret Smith, Chairman
Health Department

MS:bp

APPENDIX - C.2

PORTLAND PUBLIC SCHOOLS
ROOSEVELT HIGH SCHOOL
6941 North Central / Portland, Oregon 97203
HEALTH CAREERS EXPLORATION
Phone: (503) 286-0025
Margaret Smith

February 20, 1974

Mr. Cleaver
Oregon School for the Blind
Salem, Oregon

Dear Mr. Cleaver and student hosts:

The Roosevelt High School Health Department and sophomore health students wish to express our sincere thanks for the tour of your campus. We are especially appreciative of the manner with which the student guides conducted the tour. It is not often that a large group, such as ours, is met with such enthusiasm, courtesy and friendly manner.

Our students left your campus with an enlightened attitude and satisfied curiosity, thanks to the complete and informative tour given by the student hosts.

Again, we are thankful for your hospitality on this visit and we look forward to visiting with you in the future.

Sincerely,

/s/ Margaret Smith

Margaret Smith, Chairman
Health Department

MS:bp

PAGES 46 THROUGH 49, CONTAINING THE ARTICLE, "COMBINING HEALTH EDUCATION AND HEALTH CAREER EDUCATION IN PORTLAND, OREGON," FROM THE COPYRIGHTED JOURNAL, SCHOOL HEALTH REVIEW, WERE REMOVED FROM THIS DOCUMENT PRIOR TO ITS BEING SUBMITTED TO THE ERIC DOCUMENT REPRODUCTION SERVICE.

SCIENCE FLOW CHART

E.1

COURSE OFFERINGS:

Biology	□
Exploratory Science	░
SIS 1-2	▓
SIS 3-4	▤
SIS 5-6	▥
SIS 1-2 or Biology	▨
Special Studies	⬚

CAREERS:

Child Care	░	▨					
Cook	░	⬚	(herbalogy)				
Dentist DMD	░	▓	▤	▥			
Doctor MD	░	▓	▤	▥			
Environmentalist	░	▓	▤	▥	□	⬚	(life or pollution studies)
Health Researcher	░	▓	▤	▥	⬚	(special interest area)	
Hospital Technician (non-lab)	░	▨					
Lab Technician	░	▨	▤	▥			
Nurses Aide	░	□					
Nursing - LPN	░	▓	▤	▥			
Nursing AA Degree	░	▨	▤				
Nursing BS or BA Degree	░	▨	▤	▥			
Nursing MA or special program	░	▓	▤	▥			
Pharmacists	░	▓	▤	▥			
Recreation	░	▨					
Stenography (for Health Employees)	░	▨					

Careers - continued

Social Worker	░ ▓
Teaching (non-science, health or physical education)	░ ▓ ▤
Teaching (science, health or physical education)	░ ▓ ▤ ▥ ⛶
Therapist (occupational, physical, cardia, inhalation, etc.)	░ ▓ ▤ ⛶ (special interest area)

BUSINESS EDUCATION FLOW CHART

E.2

COURSE OFFERINGS

Accounting	□
* Business Communication	░
* Business exploration	▓
* Business law	▤
* Briefhand	▥
Business Office Practice	▨
* Data processing	■
* Filing	▦
General Business	▩
* Office Machines	⊟
* Personal Finance	╫
* Recordkeeping	∞
Shorthand & transcription	⌐⌙
Typing (varying skill levels required)	☒

CAREERS

Accountant	▓	░	▤	■	▩	⊟	╫	□	☒
Data Processing programmer	▓	▨	▩	╫	□	☒			
Sales clerk	▓	╫	∞	▥					
Girl Friday	▓	░	▦	▩	╫	∞	⌐⌙	☒	
Clerical Office	▓	■	▦	╫	∞	▥	☒		
Executive secretary	▓	░	▤	▨	▦	╫	□	⌐⌙	☒
Secretary	▓	░	▤	▨	▦	╫	⌐⌙	☒	

* Semester courses

CAREERS - continued

Legal Secretary	■	░	▤	▨	▦	▥	☐	[ ]	☒
Medical Secretary	■	░	▤	▨	▦	▥	☐	[ ]	☒
Medical Receptionist	■	▨	▦	▥	[ ]	☐	☒		
Medical records	■	░	▤	[ ]	☐	▨	▦	▥	☒
Typist	■	░	▨	▦	▥	◎	Ⅲ	☒	
Translator	■	░	▩	▤	▥	[ ]	☒		
Bookkeeper	■	░	▤	▨	☐	▦	■	▥	☒

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ACCESSION NUMBER: VT102998

PUBLICATION DATE: 30SEP75

TITLE: RESEARCH AND DEVELOPMENT OF NEW APPROACHES TO VOCATIONAL EDUCATION IN ORAL COMMUNICATION SKILLS FOR BUSINESS STUDENTS. FINAL REPORT.

PERSONAL AUTHOR: DEMICHELE, LYNNE

DESCRIPTOR: *BUSINESS EDUCATION; *ORAL COMMUNICATION; *COMMUNICATION SKILLS; *CURRICULUM DEVELOPMENT; POST SECONDARY EDUCATION; ORAL EXPRESSION; SPEECH CURRICULUM; SPEECH IMPROVEMENT; *SPEECH INSTRUCTION

EDRS PRICE: MF AND HC AVAILABILITY WILL BE ANNOUNCED IN VOL. 9, NO. 6.

DESCRIPTIVE NOTE: 139P.; PORTIONS OF THE ORIGINAL DOCUMENT ARE OF MARGINAL LEGIBILITY, BEST COPY AVAILABLE. PAGES 99 THROUGH 103 CONTAINING TWO COPYRIGHTED EXCERPTS FROM THE BOOK "PERSON TO PERSON: AN INTRODUCTION TO SPEECH COMMUNICATION" HAVE BEEN REMOVED.

ABSTRACT: THE PURPOSE OF THE PROJECT WAS TO RESEARCH THE DEMANDS OF BUSINESS AND INDUSTRY FOR SPECIFIC ORAL COMMUNICATION SKILLS IN ORDER TO PROVIDE A BASIS FOR DEVELOPING AN APPROPRIATE INSTRUCTIONAL PROGRAM IN A TECHNICAL COLLEGE CURRICULUM. THE FOCUS OF THE STUDY WAS ON THE NEEDS OF STUDENTS ENTERING THE JOB MARKET AT THE TECHNICIAN LEVEL IN SECRETARIAL, DATA PROCESSING, AND ACCOUNTING AREAS. PROJECT GOALS, RESEARCH STRATEGIES, AND RESULTS ARE SUMMARIZED IN THE EIGHT-PAGE REPORT AND DETAILED IN THE NINE APPENDIXES (124 PAGES). BASED UPON INFORMATION OBTAINED FROM A QUESTIONNAIRE SURVEY OF LOCAL BUSINESS PEOPLE AND AN EXAMINATION OF PUBLISHED DATA, SPECIFIC COMPETENCY AREAS WERE IDENTIFIED AND AN INSTRUCTIONAL DESIGN DEVELOPED. PROJECT OUTCOMES CONTAINED IN THE APPENDIXES ARE: AN INSTRUCTIONAL PACKAGE FOR A 12-HOUR MINICOURSE "MARKETING YOUR OCCUPATIONAL SKILLS" ALONG WITH A PROPOSAL FOR IMPLEMENTATION; PROPOSALS FOR CURRICULUM REVISION AND FOR A TEAM APPROACH TO COMMUNICATION SKILLS; A COURSE SYLLABUS ON ORAL COMMUNICATIONS WHICH INCLUDES INSTRUCTIONAL OBJECTIVES AND A BIBLIOGRAPHY OF INSTRUCTIONAL AND RESOURCE MATERIALS; DIAGNOSTIC TESTING PROCEDURES FOR STUDENTS; AND THREE PROJECT PACKAGES FOR STUDENTS ON TELEPHONE USE, TRAINING INTERVIEW, AND PERSUASION. (AUTHOR/RG)

INSTITUTION NAME: INDIANA VOCATIONAL TECHNICAL COLL., INDIANAPOLIS.

SPONSORING AGENCY NAME: INDIANA STATE DEPT. OF PUBLIC INSTRUCTION, INDIANAPOLIS. DIV. OF VOCATIONAL EDUCATION.; OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

102 998

FINAL REPORT

RESEARCH AND DEVELOPMENT OF NEW APPROACHES TO VOCATIONAL EDUCATION IN ORAL COMMUNICATION SKILLS FOR BUSINESS STUDENTS

Lynne DeMichele

Project No. 40-74-D2

Indiana Vocational Technical College
Indianapolis, Indiana
September 30, 1975

State Board of
Vocational and Technical Education
Department of Public Instruction
Division of Vocational Education
State of Indiana

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VT 102 998

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II. INFORMATION SHEET

A. Kind of Project: (check one)

1 ____ Experimental

2 ____ Developmental

3 ____ Pilot

4 ____ Demonstration

5 ____ Evaluative

6 X Exemplary

B. Population

	TYPE		Numbers
A	Disadvantaged	A	
B	Handicapped	B	
C	Migrant	C	
D	Minority	D	
E	Combination of the above	E	
F	Other Vocational Business Students	F	1200+

	GROUP		
1	Pre-school	1	
2	Elementary	2	
3	Junior High School	3	
4	Middle School	4	
5	Senior High School	5	
6	Post Secondary	6	X
7	Adult	7	
8	University	8	
9	Employer	9	
10	Employee	10	
11	Citizens	11	
12	Parents	12	
13	Combination of the above ____	13	

LOCALITY (check the one which encompasses the locality involved)

a	National	a	
b	State	b	
c	Region	c	X
d	District	d	
e	County	e	
f	Area	f	
g	Community	g	
h	School Corporation (LEA)	h	

III. Statement of the Problem:

Preliminary research indicated a discrepancy between the instructional objectives traditionally associated with an oral communication course and the practical demands of the business environment. Consequently, the purpose of this project was to research specific demands of business and industry for oral communication skills. The specific focus was on the areas of Accounting, Data Processing and Secretarial Science. The data collected was then to be utilized as a basis for designing a new more relevant approach to speech for technicians.

IV. Priority Area:

The priority area of the project was that of technical business students enrolled in the three specific programs mentioned above. This area represents the largest majority of technical students enrolled in Oral Communications courses. As research has verified, most current approaches to the course do not adequately prepare students for occupational demands for oral competency.

V. Strategies:

1. A cross section of businesses and industries in the Indianapolis area were surveyed to determine relative importance of a range of communicative skills. (See Appendix A)

2. Next, standard research sources were examined in order to find pertinent information and any current collected data on the subject.

3. Information extracted from this research was used as a basis for forming a specific discussion of the problem, a definition of educational needs indicated, an analysis of the system under study (Indiana Vocational Technical College), and a plan for implementing a teaching approach. (See Appendix B)

4. Current books in print falling in the general category of communication texts were reviewed. Speech Communication: A Career Education Approach by Ray E. Nadeau (Addison-Wesley, 1974) was determined to be most nearly aligned with the primary learning objectives indicated by our research.

5. To meet a pressing need for students to be able to apply communicative skills to marketing occupational skills, a supplementary mini-course was developed. (See Appendix C) In addition, a proposal was presented to the Administration of Indiana Vocational Technical College for the implementation of the course in the business curricula. (See Appendix D)

6. To improve the articulation of the Oral Communication Course with other elements of the business curricula, two proposals were developed: "Proposal for Curricular Revision Necessary to Facilitate Implementation of New Oral Communica-

tions Course: (See Appendix E) and "Proposal for Shared Responsibility of Communication Skills Instruction".

7. The need for supplementary course materials having been previously assessed, the following were planned and produced:

Video tape: "The Job Interview Attitude"

Video Tape: "The Message is You"

A list of other needed materials was prepared from commercial sources and was included in the course Syllabus.

8. An Oral Communications Course Syllabus was prepared including rationale, course description, instructional objectives, references, and supplementary materials list. (See Appendix G)

9. A diagnostic testing procedure was developed for the purpose of assessing entry level skills and defining individual needs relevant to the purpose of the course. (See Appendix H)

10. The described instructional approach was implemented in two Oral Communications sections for one quarter and an evaluation made.

VI. & VII. Analysis and Findings

For a description of methods of data collection and analysis and for research findings, see reports contained in Appendices A. and B.

VIII. Evaluation

The purpose of this project was essentially two-fold, that of research and development. The significance or impact of the effort can only be assessed through a careful follow-up study which would provide data for an evaluative judgment. Specifically, when the project's resultant proposals (curricular and instructional) are implemented, preferably in a control group situation, a study may be made of relative occupational successes and failures of students having taken Oral Communication. Since the project commitment was to research occupational demands for oral competency and to develop a teaching approach to meet those demands, achievement can only be measured by studying relative improvement of students' ability to function communicatively in the occupational environment.

IX. Conclusions and Recommendations

The major objectives of the proposal were met as a result of this project, and several aspects of the endeavor were expanded beyond initially established parameters. The demands of specified vocational areas of business for oral competency were more widely researched than originally planned. As advised by the institutional steering committee, research was expanded to include data pertinent to business throughout the country rather than being limited to the Indianapolis area alone.

In the course of research the need was discovered for a comprehensive instructional approach to the problem of marketing occupational skills. As the many facets of this problem could not be dealt with satisfactorily wedged among the many objectives of an Oral Communications course, it was apparent that special treatment was required. The result was the mini-course, "Marketing Your Occupational Skills" which is designed as a 12-contact hour instructional package which may be implemented as an addition to present curricula or as an adjunct to an existant course. The primary purpose of the mini-course is to guide students in applying a variety of key communicative skills to the task of studying a particular job market and presenting their particular profile to best advantage in that market.

The initial objective of the research was to provide a basis for the development of an instructional approach to an Oral Communication course for business students. The realization of this objective culminated in the formulation of a course syllabus including rationale, course description, learning objectives, suggested supplementary materials and text. An informal survey of college speech instructors clearly emphasized the importance of a good text to students' feeling of educational cohesiveness and direction, and also to a certain uniformity of instructional content. As a result, current relevant publications were searched for a potential text which was most closely aligned with objectives established through research. The Nadeau text was selected, utilized in five sections over a period of two quarters, and found to be appropriate with only minor reservations. The first section on fundamentals of the communication process seemed to confuse some students and necessitated much explanation and discussion. Subsequent chapters, however, were more widely well-received and served course objectives successfully. The unit dealing with job interviews was omitted in favor of the more comprehensive treatment in the mini-course mentioned above. In place of the unit, a practice was inserted for using the business telephone effectively.

After testing the course objectives and specified text, it was determined that certain supplementary materials would enhance the implementation. Consequently, a number of project packages were developed, a list of commercially prepared supplementary materials compiled, and two video tapes produced. The tapes were planned so as to present two specific concepts not dealt with in any previously produced medium. One video tape is concerned with the applicants' attitude as it is reflected during a job interview. ("The Job Interview Attitude") The second tape is designed to function as vital rationale and introduction for the Oral Communication Course. ("The Message Is You")

In order to facilitate the utilization of these concepts and materials, a series of proposals were written and directed to the institution's Central Administration. If approved, the proposals will provide for the statewide implementation within the Indiana Vocational Technical College system of the new oral communications instructional approach and the mini-course. They will also provide for improved cooperative effort among program and related studies instructors and for more consistent reinforcement of communicative skills throughout the students' educational experience.

The one project objective which necessarily requires further investigation was that of determining a diagnostic testing procedure which would allow instructors to assess individual strengths and weaknesses in Oral Communication and, consequently, individual educational needs. Mrs. Simone's study of existing test methods revealed a number of reputable approaches for diagnosing pathological speech problems and for diagnosing problems associated with voice production and articulation. It was agreed, however, that the scope of this project did not allow for a thorough referencing of available corrective procedures but that this might be the object of a future study. Consequently, to serve immediate needs a simplified diagnostic procedure was designed to be used to stimulate a student's self awareness and to help him focus more objectively on his own communicative image. Due to time limitations we have elected to use a mirror rather than a microscope.

One of the most persistent problems observed among vocational business students is that of the use of nonstandard dialect (i.e.: black ethic). As studies indicate that general effectiveness and upward mobility are enhanced by the use of standard non-dialectal English, it seems advisable to address ourselves to the objective of providing the necessary training in this area. The dialectal problem is certainly not difficult to observe. It is on the other hand, extremely difficult to deal with within the confines of a single communications course. Therefore, it is recommended that this specific concern be the object of continued research for the purpose of ultimate development of a specialized

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training program to be offered optionally to those students who might benefit from such.

Finally, in viewing the project as a whole it is felt that in order to validate the results and to maintain relevance to occupational demands, an ongoing follow-up study of business students should be instituted. Specifically, an efficient evaluative instrument should be designed by which means we might receive feedback from employers of our students regarding observable applications of the communicative skills which we have sought to develop through the course. In addition, periodic dialogue between oral communication instructors and employers is essential if we are to keep up with changing trends and to maintain educational vitality.

FINANCIAL STATEMENT FOR FINAL REPORT ENDING August 29, 1975
(Date)

Project Number 40-74-02

ITEMS	Project Budget FY 1974		Total Expenditures on Project		End of Project Balance:	
	Agency	Federal	Agency	State/Federal	Agency	State/Federal
A. DIRECT EXPENDITURES						
1. Personnel	$ 4,600.00	$ 4,000.00	$ 4,600.00	$ 3,900.00	--	$ +100.00
2. Contractual services	300.00	600.00	300.00	764.59	--	-164.59
3. Employee benefits	--	--	--	--	--	--
4. Travel	--	300.00	--	326.44	--	- 26.44
5. Supplies and materials	25.00	250.00	25.00	57.76	--	+192.24
6. Communications(include phone calls, printing)	75.00	75.00	75.00	176.02	--	-101.02
7. Properties(rentals or purchase of equip.)	--	75.00	--	--	--	+ 75.00
8. Facilities	--	--	--	--	--	--
9. Product production and dissemination	200.00	600.00	200.00	673.60	--	- 73.60
10. Project Evaluation	--	--	--	--	--	--
B. INDIRECT EXPENDITURES	700.00	--	700.00	--	--	--
C. TOTAL EXPENDITURES	$5900.00	$5,900.00	$ 5900.00	$ 5898.41	--	$ + 1.59

Director:

Project Monitor

LEA: Indiana Vocational 1Technical College

Explanation of Budget Reapportionments

Funds in excess of the originally budgeted amount for "Contractual Services" were expended in order to accomodate personnel necessary to the completion of the two video tape productions. However, because the College purchased new video equipment, anticipated expenditures for property rental or purchase were no longer necessary, freeing those monies for use in other categories.

In addition, the only software needed for the project consisted of a series of video cassettes which were charged to the "Product Dissemination" category rather than "Supplies and Materials" as they were used to distribute the video material to other regional campuses for trial implementation.

The overage in "Communications" costs was due to the necessity of an unforseen amount of follow-up in order to complete the survey portion of the research.

XII. Abstract

As a result of a need indicated by preliminary research, this project was directed toward the study and definition of the demands of business occupational environments for specific oral communicative skills. The focus of the study was on the needs of students entering the job market at technician level in secretarial, data processing, and accounting areas.

After a survey of Indianapolis business people and research of published data including some of the more exhaustive studies on the subject, it was possible to determine specific competency areas relevant to the problem defined. It was discovered that while certain types of presentational speaking situations are common in the business environment there is a more consistent demand for interpersonal kinds of communication. Research further indicated that true communicative competency is rooted in an understanding of the process, the elements of logic and reason, and an objective view of ones own communicative image.

Based on this information an instructional design was developed for an Oral Communication course for technical business students. Current publications were searched for an appropriate text; a syllabus was written; diagnostic procedure established, and supplementary materials collected or produced. In addition, a special mini-course was planned and an instructional package written ("Marketing Your Occupational Skills") so as to furnish an educational bridge between the academic experience and employment.

In order to provide for the implementation of these plans and materials within the Indiana Vocational Technical College curriculum, a series of proposals were prepared and submitted to the College Administration. At such time as full implementation is possible, it is suggested that an evaluative procedure be established to follow up performance of students having completed the courses. Specifically, the purpose should be to determine employers' assessment of technical graduates' oral proficiencies on the job. Eventually an evaluative instrument should be applied in order to ascertain how occupational advancement is affected by communicative competency.

LIST OF APPENDICES

APPENDIX A:	"Report on Survey of Indianapolis Business Employees"
APPENDIX B:	"Report: Research and Development of New Approaches to Vocational Education in Oral Communication Skills for Business Students"
APPENDIX C:	Mini Course 1050: "Marketing Your Occupational Skills"
APPENDIX D:	"Proposal for The Implementation of Mini Course 1050 Marketing Your Occupational Skills"
APPENDIX E:	"Proposal for Curricular Revisions Necessary to Facilitate Implementation of New Oral Communication Course"
APPENDIX F:	"Proposal for Shared Responsibility of Communication Skills Instruction"
APPENDIX G:	"Course Syllabus for Oral Communication"
APPENDIX H:	"Diagnostic Testing Procedures for Students Enrolled in Oral Communication"
APPENDIX I	"Oral Communication Project Packages" 1. Telephone Field Project 2. Training Interview Project 3. Persuasive Proposal Project

APPENDIX A

REPORT

ON

SURVEY OF INDIANAPOLIS BUSINESS EMPLOYEES

APPENDIX A

Report

On

Survey of Indianapolis Business Employees

BACKGROUND STATEMENT

In our research of studies conducted in this area, it was discovered that volumes of data have been collected from educators and administrators but there is little evidence of effort to collect opinions of those employed in positions with which we are most concerned. Therefore, in order to add the needed dimension to our research, we determined to probe the job level resources -- those most closely in touch with the question.

PURPOSE OF THE STUDY

The purpose of this study was to solicit responses from individuals employed in given occupational areas in order to determine their assessment of necessary oral communication skills and to solicit their opinions as to relative importance of specific skill areas (established through preliminary research.)

HOW THE STUDY WAS CONDUCTED

Two hundred questionnaires were mailed during August and September of 1974 to individuals employed in the Indianapolis area. Names for the mailing list were selected from the roster of the Indianapolis Chapter of the National Association of Accountants, the roster of the Indianapolis (Tri-Harmony) Chapter of American Business Women's Association and the Directory of the Indianapolis Association for Systems Management. Chosen from each roster was a random sampling of names associated with technician level job titles to those of mid-management. In addition, members of the IVTC Region 08 Advisory Committee for each of the three business programs were included.

LIMITATIONS

During November an attempt was made to follow up by phone each mialing for which no reply had been received. By the end of the survey period (Dec. 13, 1974), 30 responses (15%) had been collected. Due to project schedule limitations there was insufficient time to resolicit. Of the respondents, seven were employed in secretarial positions; nine, accounting; six, data processing; eight, management.

The preponderance of the respondents were those with job titles which seemed to indicate a mid-management level position. Perhaps those with experience and success (as measured by job advancement) are more inclined to respond to such a survey than those more recently entering the field. The lack of many responses from individuals at technician or beginning job levels may be explained by the large amount of questionnaires marked undeliverable due to addressee's having left place of employment. The mobility or transience of the graduate newly entering the job market is supported to a noticeable degree by the 1974 Follow-up Study of Ivy-Tech Graduates.*

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*Compiled by Austell O. Sherard, Dept. of Research Division of College Services, IVTC

In spite of a lack of sufficient responses from a "technician level", information gathered in this survey has significant validity for the fact that respondents were generally in a position to have experienced or observed the progression from technician to a level of greater responsibility and thus were qualified to comment on skills necessary to successful functioning.

QUESTIONNAIRE RESPONSES

Question #1 - "What percentage of your average working day do you estimate is spent in oral communication?"

Average response: 50%

Question #2 - "What is the degree of frequency with which you communicate orally to people in each of the following groups? Please rate as follows:

5 very frequently
4 frequently
3 on occasion
2 infrequently
1 rarely

Avg. Response: 3.9 - Office Peers - Example: The most frequently mentioned example was "conferences", specifically for the purposes of progress reporting and general problem/solution discussion. Other purposes mentioned were: explaining, planning, seeking information, and discussing responsibilities and professional matters.

Avg. Response: 4.2 - Office Subordinates - Example: The majority (19 respondents) listed "conferences" for the purpose of "instruction" and/or "explanation" also mentioned were "general discussion", conferences to "coordinate" and "review progress".

Avg. Response: 3.6 - Office Superiors - Example: Most frequently mentioned (15 respondents) were "progress reports". Next most common response was unspecified "consultation" or "conference". "Asking for information" and "receiving instruction" were also mentioned.

Avg. Response: 2.9 - Customers or Clients - Example: Most frequently mentioned by those respondents for whom this category applied were "explanation" and "giving information" particularly in regard to services. Also mentioned were: "solving problems", "instructing", "conferring" and "intercepting calls."

Avg. Response: 3.04 - Other businessmen - Example: Oddly enough, this was the only category with practically no noticeable commonalities in the responses. Examples given were quite divergent ranging from "community affairs" and "professional association meetings" to "coordinate projects" and "compare systems and problems." Most of the examples given were by respondents other than secretaries.

Question #3 - "Please rate each of the following basic oral language skills according to degree of influence your mastery of such skills has on personal effectiveness and job success. Please use the following scale."

5 extremely influential
4 influential
3 influences in some instances
2 influences only when there is a serious lack of mastery
1 does not influence noticeably at all

Avg. response:	4.6	Vocabulary
	4.3	Grammar
	4.1	Flexibility

Question #4 - "Describe your reaction to associates who use regional or ethnic phrasing idiom or slang. (ie: "Down home" Southern, black English jive). Please be specific."

Response: With two exceptions, respondents were in agreement on this question. The general attitude seemed to be tolerant of regional accent, but intolerant of excessive use of "non-standard" English and particularly bad grammar. Many respondents mentioned the value of individuality in language, but emphasized the importance of "acceptable English" in business situations.

Question #5 - "Explain which qualities and skills appear to be most influential on job success and rate of promotion or advancement. (Other than technical ability.) Please list in order of greatest importance.

The following characteristics were mentioned most often: (in order of frequency)

1. Ability to communicate orally
2. Ability to communicate in writing
3. Ability to influence and work with others
4. Pleasing, cooperative personality

An interesting amount of detail was given as regards personal characteristics. Conspicuous in the responses were the following phrases: "pleasant aggressiveness", "enthusiasm", "willingness", initiative", "adaptibility".

Question #6 - "What are some of the main reasons you feel would cause an individual to not succeed at your job level? (Other than a lack of technical skill)."

There was a noticeable degree of agreement in the responses to this question. Most frequently mentioned were: (in order)

1. Inability to communicate effectively (most who mentioned this specified "orally")
2. Inability to get along with others
3. Lack of dedication or interest
4. Undependable - lack of self-discipline

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5. Lack of adaptibility, flexibility
6. Lack of consideration
7. Lack of confidence
8. Inability to make decisions

Questions #7 - "Please rate each of the following skills with respect to their relative degree of importance to your efficient functioning at your particular job level."

Avg. response:
3.8 - conducting meetings or conferences
3.8 - participation in conferences
4.3 - group discussion (ie: problem solving)
4.0 - oral reports
4.3 - interpersonal problem solving
4.3 - orientation of new employees
3.8 - interviewing prospective employees
3.6 - introducing people
3.9 - giving technical instructions
3.8 - giving non-technical instructions
3.3 - giving technical explanations to laymen
4.2 - business telephoning
3.9 - social conversation
4.3 - persuasive speaking (ie: "selling" superiors on a new procedure etc.) Give specific examples

Question #8 - "In your opinion, which oral communication skills will be most important five years from now at your particular job level?"

The following skill areas were mentioned by respondents:

Skill Area	# of Respondents listing
Group Discussion - leading/participating	8
Giving Instructions	7
Persuasive talks	5
Command of language (vocabulary grammar)	3
Oral reports	3
Skill listed in #7	3
Interpersonal Communications	2
Giving Explanations	2
Telephone Communication	2
Listening	1

APPENDIX B

REPORT:

Research and Development of New Approaches to Vocational Education in Oral Communication Skills for Business Students

I. Premise

II. Discussion of the Problem

III. Definition of the Needs

IV. Analysis of System Under Study

V. Plan for Implementing Teaching Approach

Appendices

I

PREMISE

The basic assumption which was the foundation of this project was that Oral Communication Skills are of primary importance in business-related job performance. The evidence in current research and commentary is overwhelmingly supportive of this premise.

Dr. Kathryn Clark in her analysis of current writings on the subject concluded that "the typical businessman, regardless of the organizational level he works in... spends so much of his time talking that he must be skillful if he is to succeed."[1] Clark further states that "the ability to communicate is one of the first, if not the first of the factors considered in selecting and promoting...staff specialists."[2]

Aside from the current established needs for oral competency, there are significant indications of increasing future demands in this area. Dr. A.G. Hergenroeder addressed herself to the subject in her research on businessmen's perceptions of necessary communications skills. She concludes that "...authorities in the field claim oral communications will increase and be substituted for the written form whenever a copy is not mandatory."[3] With the accelerated pace of modern business, an emerging "business humanism," and the development of sophisticated devices and techniques for expanding oral communications, it is evident that we must focus more and more on the process of speech in human interraction.

II

DISCUSSION OF THE PROBLEM

Concern over an apparent discrepancy between needed communication skills and the actual training provided in college courses, prompted a skeletal survey of current literature on the subject. A growing awareness among educators and businessmen of the lack of sufficient oral competency in graduates entering the business job market is evident by the recent number of publications addressed to the problem. Similar pleas are being voiced time and again: "Students need to Learn Interpersonal Communications"[4] "Business Needs Office Workers Trained In Oral Communications"[5] "On-the-Job Communication: Why Isn't It Easier?"[6]

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[1] Clark, Kathryn Bullington, Oral Business Communication Needs As A Basis For Improving College Courses. Unpublished dissertation, University of Michigan, 1968, p. 15

[2] Ibid. p. 421

[3] Hergenroeder, Angela D. The Business Communications Program In Ohio Community Colleges and Technical Institutes. Unpublished dissertation, Ohio State University, 1973.

[4] Hall, John D. "Students Need To Learn Interpersonal Communication." Business Education Forum 26: 7-8; February 1972.

[5] Hunter, Elaine M. "Business Needs Office Workers Trained in Oral Communications." Business Education Forum 24:25-26; December, 1969

[6] Sayles, Leonard, "On-the-Job Communication: Why Isn't It Easier?" Supervisory Management, 7:2-6, July, 1962.

In her dissertation on oral business communication needs, Kathryn B. Clark reviews extensive research of literature in communication and education for business, and a survey of educators and businessmen. She concludes: "Evidence from the study confirmed the tentative assumption that, in general, graduates of collegiate schools of business are not sufficiently well prepared for their roles in business that depend on oral skills; further, that courses of study of some business students include little if any work specifically aimed at so preparing them".[7]

The problem is also recognized by the graduates themselves as Robert Gordon and James Howell comment in their report: "One of the strongest complaints of business school graduates is that they had insufficient training in verbal communication".[8]

Angela Hergenroeder, after a thorough study of Business Communications in Ohio Community Colleges, concluded that the emphasis was in writing skills and that "Oral Communications were not considered to be very important or necessary: relatively little teaching emphasis was placed on oral communications." Dr. Hergenroeder's findings appear to be typical of college business departments as supported by several similar studies in other states which she cites in her dissertation. Moreover, the Enquist study of community colleges further underlines the pervasiveness of the problem of emphasis on the "business English approach" as opposed emphasis on communication.[10]

A probable explanation for the neglect of Oral Communications training in the past was the faulty assumption that because people could speak, they could communicate. Another factor was undoubtedly the popular emphasis on putting everything in writing.

Another apparent lack of training in this area has to do with a rather specialized oral communication akill--interviewing for a job. A common complaint among employers is the interviewees lack of understanding of the interview situation and lack of ability to "sell" himself and his potential value as an employee.

III

DEFINITION OF THE NEEDS

The surge of scholarly writings addressed to this issue lately provided us with a wealth of resource material to sort through. After examining various commentary of the past ten years and through part of 1974, we were led through our research to one particular study which has provided us with valuable documentation for the definition of specific oral communication skill needs.

In her doctoral dissertation in 1968, Kathryn Bullington Clark collected information from a national sample of executives in business and government (100 respondents) and from a select jury of ten business educators. Her purpose was to establish oral business communication needs as a basis for improving college courses.

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[7] Clark, ap. cit, p. 420

[8] Gordon, Robert A., and Howell, James E. Higher Education for Business. New York Columbia University Press, 1959. pp. 121-122.

[9] Hergenroeder, op. cit, p. 221

[10] Enquist, M.A., "A New Direction for Community College Business Writing Courses." The ABCA Bulletin 33:22-24; April 1970, as cited by Hergenroeder, op. cit, p. 24

Although the focus of the study was on skills necessary for students aspiring to management levels, Clark does conclude:

> For the most part, the same types of oral ability are needed across a broad occupational range and at various levels of the organization from industrial foreman and beginning office worker to company president, circumstances alter the format and "mix" of the communicative tasks involved but apparently not the nature of the basic abilities.[11]

In Dr. Clarks's dissertation we are provided with the extensive scientific research into the specific nature of the instructional needs in question, which would not have been otherwise possible within the parameters of this project. Consequently we are grateful to her for providing the documentation necessary for us to establish a valid basis for our instructional approach. (See Addendum)

In addition, information gathered through our survey of local business personnel enabled us to see a significant correlation between our conclusions and those drawn from Clark's national sampling. In other words, the apparent damands for oral competency in local business areas is not appreciably different than those anywhere else.

Our survey also provided us with needed information in an area of concern not covered by the Clark study. As we have observed vocational technical students - specifically those attending I.V.T.C. - it has become evident that certain socio-economic factors play a part in their competitive job potential as compared to that of other college or university students. There appears to be a greater incidence of language problems in voc/tech students, specifically:

1. lack of sufficient vocabulary
2. non-standard grammar and phrasing
3. strong ethnic or regional speech patterns

We attempted to discover the degree to which this might handicap our graduates by including questions #3 and #4 on our survey. Responses confirmed our assumption that this was an area which warranted particular attention in preparing students for the business job market. (See Appendix A)

IV

ANALYSIS OF SYSTEM UNDER STUDY

Our research of the past quarter has not only enabled us to see the problem defined, but it has provided a basis for evaluating this area of the Ivy Tech curriculum in particular. As it is impractical within the time and budget allowed to make a thorough study of other Vocational Technical Colleges and their philosophy of business education, we will concentrate our efforts on establishing a pilot program within our own State Indiana Vocational Technical Colleges and for a preliminary implementation - specifically within the Indianapolis region institution. Characteristics of this institution's current business education program include the following:

Clark, op. cit, p. 421

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1. Based on information gathered from high schools, our experiences at teaching High School speech and our experience with speech classes at IVTC, it is evident that only a small percent (Perhaps 10-12%) of IVTC students have ever had a speech course in high school. Moreover, the current emphasis in High School speech courses does not provide students training in interpersonal communication necessary for job success. (See Appendix C)

   Therefore, we may conclude that the design for an oral communication course in this particular area necessarily cannot be based upon students' previous high school experience.

2. All business curricula include a required Oral Communications course (four contact hours - 2 credit hours) in addition to a Business Communications course. This would seem to indicate a commitment to the improvement of the oral competency of graduates. (In a random survey of other vocational technical college curricula, Oral Communications was generally offered as an elective or was only mentioned as a part of a 3-4 credit Communications Skills II or Business Communications course.)

   The necessity for correlation between Oral Communication and other forms of communication is now widely recognized. Oral Communication can and should be a part of the whole study of Business Communication. After students learn the fundamentals of speaking, writing, reading, and listening they should be directed in special applications of each in a situational kind of approach -- one which allows them to employ freely all forms of communication integrally. It is quite feasible that this could be achieved within the limits of IVTC's present curriculum.

3. At IVTC, Accounting and Secretarial students are required to take Human Relations (36 contact hours, 3 credits); whereas, Data Processing students are required to take Psychology (36 contact hours, 3 credits). In most cases these students have had Oral Communications either prior to or during the same quarter as the designated behavioral science course.

   Clark suggests the importance of experiencing a behavioral science course such as Psychology -- preferably before an oral communications course, so that the principles might be integrated through practice. She further suggests that the characteristic superficial nature of most Human Relations courses does not foster the necessary depth of insight. This concern may or may not be applicable to the IVTC course. Lack of standardization or course outlines to review make it difficult to evaluate. This is an area where future research would be very valuable.

4. For the past three years there has been little standardization of course objectives or instructional approach to the oral communication course at IVTC. In 1973 at the Indianapolis region, a series of instructional packages were developed to meet objectives established cooperatively by communications instructors and business instructors. These packages replaced the former text which was essentially a platform speaking manual. The package series on the other hand, contains some situational exercises as well as more presentational tasks. Students have reacted favorably to the format of the materials but content is not entirely effective due to the lack of sufficient time for their research and preparation. As a result, the instructor is called upon to fill in the instructional gaps which is extremely difficult, and the situation results in a lack of consistency from one quarter and instructor to the next.

While the basic concept of the materials -- the objectives -- have been proven valid by this research, they are clearly incomplete and at times inadequate.

Clark suggests that "training courses and methods, however, and wherever organized, should combine declaratory text materials with extensive use of cases, incidents, problems, role-playing, simulation exercises, and other techniques that give students a kind of vicarious personal experience in situations approaching those of actual business life."[12]

A text should undoubtedly be adopted for the course, and in the light of this research the following criteria should be applied:

1. Should explain basic theory of the process of communication, its various aspects and modes.
2. Should discuss the various factors which improve, impede or otherwise affect communication.
3. Should include guidelines for effective listening.
4. Should instruct in formulas for group discussion.
5. Should suggest practice situations for analysis or role-playing or other exercises involving application of interpersonal communication skills.
6. Should function as a kind of reference for the basic principles of preparing for and making a presentation.

5. There is currently at IVTC no formalized procedure for familiarizing students with their area job market, or preparing them for the difficult step between training and employment. This need was recognized as a high priority in 1973, at which time an attempt was made to approach the problem through the Oral Communication course. A number of source materials were gathered as an "interim" reference core for students. There was, however, no single reference or text which could adequately meet the needs of Voc. Tech. students. It was this situation that led us to seek more means of developing an instructional approach for one of the most immediately important of communication skills - that of selling one's self to an employer. Consequently, the first quarter of this project was devoted to producing an instrument for teaching this specialized skill or combination of skills. The result was the draft "mini-course --B-106" submitted with our first report.

The material has been tested as a temporary part of the oral communications course for the past quarter and has proven quite effective. There are, however, a number of revisions which must be made for the sake of clarity and there is also some recent information to be added regarding special help agencies for those with hampered employability.

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[12] Clark, op. cit., p. 432

V

PLAN FOR IMPLEMENTING TEACHING APPROACH

As a result of the efforts of these past three months, the following plan has been established for completion of this project in the final quarter:

1. A text book will be adopted which meets criteria established in Part III of this report. The adoption will be documented as to: critical reviews, list of other voc. tech. colleges adopting, professional stature - authority - of the writer(s).
2. Course objectives will be written based on skill needs established in the Clark study and local survey and in conjunction with IVTC business curriculum committees.
3. A proposal will be prepared for consideration by the curriculum committees, which will define the suggested correlation of communication courses.
4. The nature and number of any necessary supplementary materials will be determined and an outline or draft form of each developed.
5. Existing instructional packages will be evaluated and revised or eliminated, as indicated.
6. A procedure for testing students for diagnostic purposes will be written.
7. A proposal will be written describing ways in which business instructors and communication instructors might share the responsibilities for instruction in communication skills.
8. If time allows, a final draft of the job application-12 hour mini-course will be prepared along with a proposal for its implementation.

ADDENDUM

from

the doctoral dissertation:

Oral Business Communication Needs As A Basis For Improving College Courses

by

Kathryn Bullington Clark
University of Michigan, PhD
1968
(pages 429-430)

Characteristics of material and course experiences in business speech include the following specifics...:

1. Work should train in gathering and interpreting evidence, in analyzing ideas through critical thinking and listening, and in distinguishing between the nature and uses of facts and judgments. Logic as applied in presentations should be interpreted to mean presenting facts and arguments in the order in which they can be most easily received, not necessarily following abstract ideas of logical order without regard to listeners. Students should learn patterns for organizing material and some criteria for choosing, as well as patterns and tests of reasoning.
2. Speech training should aim for naturalness and individuality, avoiding teaching of stereotyped forms and procedures that - may result in rubber-stamp, mechanical performance. Students should be helped to develop ways that provide outlets for their own, singificantly different, personalities.
3. Courses should provide instruction and practice in analyzing situations requiring oral communicating, with particular regard to assessing the knowledge and competence of the involved listeners; in framing messages in concrete, interesting, familiar language.
4. Students should acquire an understanding of the communication process and of the importance of attitudes and roles in communicative events.
5. Course material and experiences should aid students to increase their confidence and improve general personal effectiveness in communicating, and should train in the preparation and use of speaking notes.
6. Special training, individualized on the basis of a diagnostic speech inventory, should provide help in improving such elements of vocal effectiveness as voice quality, enunciation, and voice, projection.

APPENDIX C

INSTRUCTIONAL PACKAGE
FOR
MINI-COURSE 1050
"MARKETING YOUR OCCUPATIONAL SKILLS"

MINI COURSE

MARKETING YOUR OCCUPATIONAL SKILLS

developed through the
Indiana State Board
of
Vocational Technical Education
with funds from a
Federal Grant.

Lynne B. DeMichele

Performance Objectives

1. The student should demonstrate the ability to research a particular job market through use of interviews, classified ads and a placement agency; and will submit reports on his findings following given guidelines.

2. He should complete a specified application form correctly.

3. He should prepare a typed resume which effectively presents his qualifications and training, following given guidelines.

4. He should present himself appropriately in a simulated interview situation with well-prepared questions and answers.

Time: 12 hours lesson session
15 mins. interview session
20 mins. interview follow-up

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INTRODUCTION

In the course of your recent training, you have developed a very marketable commodity--your own technical skills. These specialized skills are potentially very valuable in the current business area job market. However, as any marketing expert will tell you, a product must be more than saleable, it must be sold before its potential value can be realized. In the job market, you are the "product"; the prospective employer is the "buyer." This course proposes to guide you in the selling process necessary to gain the best position available to you.

First, you must gain sufficient insight into the current job market in your field in order to determine where you stand as a candidate. Next you will determine the various means by which you can discover specific job openings. At this point, you must tackle the difficult task of making a realistic appraisal of your personal and vocational assets and liabilities, and you will then, with guidance, try to determine how best to present yourself to the market you have defined and by the appropriate means you have determined. Finally, you will begin the process of applying for a specific job or jobs, including the preparation of a resume and planning for an interview.

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PHASE I

KNOWING THE JOB MARKET

Project 1: "AD PASTE UP"

For a two week period, regularly check the major local newspapers for job ads. (If you are interested in working in another area, you can obtain classified ad sections by writing to the Chamber of Commerce of the city of your choice.) Clip all the ads for positions for which you might apply, date them, then mount them on a piece of paper in order of your preference. Your instructor may ask you to label blind ads, public ads, or agency ads.

Project 2: "AGENCY INTERVIEW"

Select a placement agency to contact (ie -- civil service, State Employment, or private agency). Make an appointment for an interview for the following week. (You will need to allow a week before the interview to prepare yourself.)

Take a notebook with you to the interview and be prepared to make notes on the following:

___ Name of agency and type (specialization)
___ Why you chose this particular agency.
___ Name of person who interviewed you and the kinds of questions he/she asked. Comment, also, on your handling of the questions, any difficulties encountered, and reactions of the interviewer to you.
___ Description of any tests you took.
___ Explanation of [illegible] special requirements or significant aspects involved in registering with the agency.
___ Agency procedures for matching jobs to people.
___ Explanation of how fees are paid.
___ Your personal impression of the experience.

After the interview, organize your notes into a well-ordered report including all pertinent information. Be prepared to present the report written or orally as specified by instructor.

Project 3: "EMPLOYEE INTERVIEW"

1. Obtain the names of two people employed in the kind of job you wish to seek. Call both people and explain that you are a __(program)__ student at IVTC, and would appreciate some help in your job market research. Arrange for an interview this week (either by phone or in person).

2. At the beginning of the interview, make sure the interviewee understands who you are and that you are from IVTC. Ask his permission if you plan on quoting him. Then at the close of the interview thank him for his time and help. If you handle the situation with poise and consideration, you will have made a valuable ally.

3. During the interview find out the following and take notes:

   ___ What are some difficulties you should expect in finding and getting a job in your field now?

   ___ Which particular kinds of jobs in your technology seem to be available at this point?

   ___ What seems to be the starting salary range for someone of your (the student's) training and background?

   ___ What is the usual rate of advancement in the field?

   ___ Would the interviewee suggest any local employers that might consider applications in your field?

   ___ How long has he been employed in the field?

   ___ What, in his opinion, are the good points and bad points about his type of job?

   ___ What suggestions would he make for people like you just entering the job market?

4. After the interview, organize your notes into a well ordered report including all pertinent information. Be prepared to present the report written or orally as specified by the instructor.

5. Write letters to the persons you interviewed thanking them again and commenting on aspects of the interview which were particularly helpful. Submit a copy of the letters to your instructor.

WHERE TO LOOK FOR A JOB

Before you begin the job hunting process, you should determine the kind of location in which you would like to work. You may wish to establish yourself in the city where you went to school, or perhaps you would prefer to locate in another part of the country (or world) entirely. Would you be happier in a small town atmosphere or in a large metropolitan area? To a large extent the kind of job you seek may limit your options.

There are a few large employment agencies advertizing in periodicals such as the Wall Street Journal, which are prepared to place people in almost any given area. If you have a specific region in mind, you can write to a given Chamber of Commerce or local state employment office requesting information about a particular market or even a recent copy of local classified ads. This should give you some company names to which you can send a letter and resume. Also, do not overlook any acquaintances or relatives living in the desired area as sources of information.

Job research in your own locale is somewhat easier because information is more accessible. You should begin utilizing some of the following approaches to your job market research weeks in advance of your availability date.

* INSTRUCTORS, ASSOCIATES, ACQUAINTANCES IN THE FIELD:

Your program instructors are in touch with personnel in your field and keep abreast of changes in your area of the local job market. If you are looking for a particular kind of work situation, make sure your instructors are aware of the fact, they may be able to help you.

Exchanging information with classmates may also be helpful. A position unsuited for one may be quite appropriate for another. In addition, you should contact anyone you know working in the field for suggestions of potential employers or for notice of upcoming job vacancies.

* PRIVATE EMPLOYMENT AGENCIES:

Employment agencies are in the business of matching jobs to people. Many of them specialize in a particular work area and there are also overseas agencies which specialize in placement in foreign countries. If you look carefully, you may find one which seems to fit your particular needs. In each city there are usually a few select personnel agencies which are affiliated with the Inter-City Personnel Association. This is a kind of national multiple listing system which enables affiliates to place people in any area of the country where there happen to be positions available in a given field.

Any of these employment services will require you to fill out an application and/or submit a resume. Many of them will also require an interview. Such agencies frequently are informed of job openings which are not publicly advertised and can give you a number of appropriate "leads" to investigate. In some cases you will have to pay the agency a fee for this service, payable upon your acceptance of a particular position found for you. The amount is usually determined by the kind of job you seek.

Some positions are designated "fee paid" which means the company seeking to hire will underwrite the cost of the agency service, or you may be reimbursed for all or part of the fee by the company you work for, after a given period. Regardless, make sure you read thoroughly any contract you sign with an agency so that you know exactly what your obligations will be.

Agencies can save you some time by screening out all but the jobs most suited to your qualifications. However it is best not to depend on an agency entirely. Your best interests will be served by using a combination of job hunting methods.

* STATE EMPLOYMENT SERVICE:

The local office of the state employment service (or Employment Security Division) is a good source of information on the job market in your particular area. Contrary to popular misconception, this state service provides testing, counselling and placement in a complete range of occupations from unskilled to professional. Also the Clearance Officer there can inform you of job listings in other parts of the state.

The testing service provided can be useful in determining aptitude for a particular kind of work and individual preference areas. As a student completing a period of technical training in a given field, you may find it helpful to take the preference test administered by the service. This will help you to get an idea of some of the special areas to which you might apply your education for the greatest degree of personal satisfaction.

Those who are handicapped, who have police records or other special difficulties hampering their marketability will find special help at the State Employment Office, which may not be available elsewhere. Many local business associations and industries cooperate with the state office in providing positions for such people.

Veterans should make it a point to contact their representative at the local state employment service as they will receive additional services and special consideration in applying for a job.

In summary, there are several advantages to utilizing the services of the State Employment office over those of a private concern: greater diversification of job listing, individualized testing and counselling, and no fee to pay.

* CIVIL SERVICE

Your area Civil Service Commission office tests, interviews and hires personnel for a wide variety of government jobs in work areas such as: offices, laboratories, hospitals, machine shops, national parks, electronics, meterology, research, etc. People are placed throughout the United States and in some foreign countries.

> Under the civil service merit system, appointments to jobs are made on the basis of ability to do the work -- ability demonstrated in competition with other applicants. All qualified applicants receive consideration for appointment without regard to race, religion, color, national origin, sex, politics, or any other nonmerit factor. This is not only a democratic way to fill jobs, but a way to make sure that only the most competent persons available are hired.[1]

Most types of jobs found in business and private industry are also found in Civil Service. However, each area office accepts applications for only those positions which need to be filled. You can find out about the Civil Service job market in your area by visiting the Indianapolis Federal Job Information Center: U.S. Civil Service Commission, Room 123, 46 East Ohio Street, Indianapolis, IN 46204, or by calling (317) 269-7161. In other Indiana locations dial 800-332-1930.

Information provided by these centers includes:

- Federal employment opportunities outlook
- Vacancies in shortage categories--occupations in high demand
- Job requirements and qualifications
- Applications and examination procedures
- Special employment counseling services

These centers are specially equipped to provide job seekers a full range of Federal employment information. The information specialist who answers your inquiry can send you such current printed materials as:

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[1] U.S. Civil Service Commission, Pamphlet #4, "Working For The U.S.A." (BRE-37), 7 February 1973.

Job announcements
Application Forms
Pamphlets describing special employment programs.

The job announcement will explain specifically job duties and responsibilities and the required qualifications. Read these carefully before applying: if you don't meet given specifications, you cannot be considered. You may, however, receive credit for unpaid experience or volunteer work if you feel it represents "qualifying experience" for the position you seek.

When you apply at a Civil Service office for a position, you will go through an "examination in the form of a written test, performance test and/or interview. Then if your work experience, training and aptitude meet job requirements, your name along with those of the other qualified applicants will be forwarded to the Federal Agency seeking new employees. The final decision to hire is then made by the agency itself usually after another interview.

There are some advantages to considering applying your training in the Civil Service. Benefits are excellent: you do not pay social security (Civil Service has its own retirement fund); vets and the disabled received special consideration; and there tends to be greater job security than with private industry.

* NEWSPAPER ADS

Regardless of what other methods you choose to use in looking for work, you should get into the habit of regularly studying the Help Wanted sections of all the area newspapers. People and companies seeking to hire as well as employment agencies advertise in these sections. You may find an agency to contact which specializes in your general work area", or a number of specific positions for which you qualify.

Daily reading of the classifieds is important because new job openings appear constantly. If you find one that interests you, call or send a resume immediately as there are frequently many applicants, and a position can be filled in a short period of time.

Many ads are placed by an agency which has been contracted to screen and supply qualified applicants for a particular position. If you wish to respond to one of these ads, be sure to check for the "fee paid" notation which indicates that the hiring company will assume responsibility for your agency fee if you are hired.

BLIND ADS

Often ads appear which give no employer name--only a blind post office box number or phone number. Be cautious of these as there are a number of possible motives to be considered--many of them not in your best interests.

Occasionally, when a small business or a professional individual advertises a job opening, it's simply less disruptive of office activities to have applicants send resumes to a blind box number so they may be screened at a convenient time and only the best prospects contacted. This eliminates potential volumes of incoming calls and callers.

However, some other common reasons for utilizing an anonymous ad are perhaps less honest:

1. The ad may be only a device for obtaining data on a geographical job market, possibly for an industrial concern which is considering establishing an operation in the area.

2. Some companies conceal their identity in an attempt to quietly "steal" employees away from a competitor. This usually happens in cases where there has been some prior committment contrary to such a practice.

3. Occasionally the blind ad may be a ploy to determine whether or not any employees are dissatisfied. The ad is placed with the idea of discovering if any of the compan's own employees apply. It is also an effective technique for securing information regarding salaries paid by other employers.

There are other less common reasons for using a blind ad due to the need for a specific privacy, but as a job hunter, you should be wary of them.

* TRADE PUBLICATIONS

Every technical field is represented by a trade journal, newsletter or some other kind of publication. Check to see which ones are available at your college or local branch library. Most often such publications devote a section to job openings--usually for more advanced, upper level positions. However, this kind of research should be helpful to you in gaining a perspective on the range of your job market, upper level pay expectations, specializations in demand, etc.

* BULLETIN BOARDS

Many of the larger concerns employing people in your field will post descriptions of in-house job openings on bulletin boards in the personnel department and other places where employees congregate.

If you work in such a place, make it a point to check regularly for these notices. Often it is to your advantage to apply for such positions as some companies make a practice of trying to hire from within before advertising a position publicly. You might also ask friends or relatives to check for job openings where they work. This is one way of hearing of a position in your field before it appears in the classified ads, or of some positions which would not be advertised at all.

Sample Classified Ads

KEYPUNCH OPERATOR

[illegible] operator or trainee with keypunch schooling. Must stroke at least 7000 strokes per hour. 10 a.m.-6:30 p.m. shift.

FIGURE APTITUDE POSITION

Good figure aptitude and enjoy detail work. Some positions require typing also.

GOOD TYPIST

Responsible position with varying degrees of typing. One position in word processing center. Experience helpful but not necessary.

EXCELLENT WORKING CONDITIONS. LIBERAL BENEFIT PACKAGE.

Interview hours 8 a.m.-4 p.m. Weekdays

Evening hours, August 6th, 7th, until 7:30 p.m.

AUL

American United Life
One West Twenty Sixth Street • In[illegible]polis

An Equal Opportunity Employer

PROGRAMMERS

Excellent salary increases are available for Programmers with a minimum of one [illegible] or more years experience using COBOL and/or ASSEMBLER on IBM 360-370's [illegible] exposure to [illegible]-MRP-CFMS-CICS-TOTAL are an asset that could increase your starting salary. Salaries to $13,000 commensurate with experience. NO FEES TO PAY OR CONTRACTS TO SIGN. For additional information in confidence. Call or write ROB SANDERSON, O'SHEA SYSTEMS, INC., Suite [illegible], 107 N. Penn., Indianapolis, Indiana [illegible]. Phone (317) 632-[illegible]. A Licensed Agency.

Programmers

$12-$14,000 Fee Paid

Expanding department of an international corporation needs [illegible] programmers with IBM 360-370 and COBOL background. You will program [illegible] inventory control and bill of materials information. Call

Shilowe
636-2201
[illegible] N Penn Suite 937
(A Licensed Employment Agency)

PROGRAMMER

Immediate opening for Programmer with 1 yr exper writing IBM Compiler level language PL-1 preferred. Some college desirable. Good working conditions and fringe benefits. Salary commensurate with experience. Only exper need apply. Contact Jim Bennett Personnel Dept, 631-6251, ext 322.

INDIANA FARM BUREAU
CO-OP ASSN., INC.
47 S. P[illegible] [illegible]lis, Ind.
An Equal Opportunity Employer

PROGRAMMER — Excellent company updating current hardware. Design new applications for OS system. Software exposure. Project mgmt. Next step. From $13,0[illegible] Fee Paid. Superb opportunity. C[illegible]
Access Personnel [illegible], Inc.
Licensed Employment Agency

PROGRAMMER — excellent company updating current hardware. Design new applications and rewrite the standards manual. Software exposure. From $13,000. Fee Paid. Call 545-[illegible].
ACCESS Personnel Services, Inc.
Licensed Employment Agency

Data Communications Corporation, Memphis, needs systems analysts/programmers with real-time experience in Assembler language B2500/3500. Send resume to Herbert Hughes, Vice President, 2200 Union Avenue, Memphis, Tennessee 38104

KEYPUNCH OPERATOR

DAY SHIFT

Our Data Process Dept. has an immediate opening for a Keypunch Operator. Position requires 6 months experience or equivalent schooling. Apply in person.

INSLEY MFG. CORP.
801 N. Olney, Indianapolis
An Equal Opportunity Employer

PROGRAMMER

Immediate opening for a Programmer with 2 yrs exper writing [illegible] compiler level language, PL-1 preferred. Some college desirable. Good working conditions and fringe benefits. Salary commensurate with exper. . . . Only exper need apply. Contact Jim Bennett, Personnel Dept. 631-6251, Ext. [illegible]

INDIANA FARM BUREAU
CO-OP ASSN INC
47 S Penn [illegible]lis, Ind.
An Equal Opportunity Employer

OS COMPUTER OPERATOR TO $9,100—FEE PAID

Call Bob Barker, 545-1071, DATA PLACERS, 3901 Meadows Dr. Licensed Employment Agency.

RPG II PROGRAMMER

Must have experience on Disk Systems-3. We are a multi-plant manufacturing concern located in Park Fletcher. Call Mr. Snipes. 243-3521.

SECRETARY BEGINNER

$[illegible] Mo. Exceptional opportunity to promote up to unbelievable salary. Fringe benefits include travel—all expenses paid. Call 639-[illegible], Elizabeth Yorke, 107 N. Penn, Licensed Employment Agency

---

SECRETARIES—TEMPORARY

REGISTER NOW

Shorthand or transcribing machine. Choice of location. Top [illegible]. No fee. Please call or come in 9 to 4.

[illegible]
635-1545 130 E. Washington [illegible]

SECRETARY

Challenging position for career-minded individual. 1-2 years office experience preferred. Apply or call 631-[illegible]

COLLEGE UNIVERSITY CORP.
Located College Park Pyramids
Equal Opportunity Employer

SECRETARY

$[illegible]

Executive secy to Co. President. Shorthand not necessary. Duties include arranging [illegible] (international) appointments and flight schedules. Excellent benefits — fee paid. See Mrs. [illegible]
Licensed Employment Agency

SECRETARIES—3

MOST FEES PAID

2-EXEC SEC	to $[illegible]
1 [illegible] SEC	to $[illegible]
1 [illegible]PHONE SEC	to $[illegible]
CAREER PERSONNEL	545-[illegible]

Licensed Employment Agency

SECRETARY
ADMINISTRATIVE ASSISTANT

Female, college graduate preferred, [illegible] in training, sales [illegible] and office management. To assist the [illegible] of a rapidly expanding national firm. 309 S. Turtle Creek Dr.

FOTOMAT CORP.

SECRETARIES
[illegible] POSITIONS

We have [illegible] to [illegible] level openings. Office [illegible] benefits. Salary range from $475-[illegible] + many are fee paid. See [illegible]. 639-5[illegible]. Sterling.
Licensed Employment Agency

LEGAL SECRETARY

To $550 FEE PAID

Several openings in legal field. Some without shorthand.

Call Peggy Rice 635-6117

[illegible]
EMPLOYMENT SERVICES INC

LEGAL SECRETARY
$140 WK. FEE PAID

Excellent firm wants new talent. Come in or call JANKE and ASSOCIATES. 636-3593, 42 N. Penn, 2nd Floor.
Licensed Employment Agency

Legal Secretary— Downtown—$150

Heavy Co. pd. fringe benefits. Very [illegible]. No fee.
[illegible]CKS "ON THE CIRCLE"
[illegible] CIRCLE Tower 5 fl. 636-4371
Licensed Employment Agency

SECRETARY
START AT THE TOP
EXECUTIVE SECRETARY
To President and Vice Pres.
Small Company
Reply to Star and News Box N2747

LEGAL SECRETARY—FEE PAID
Plush office. Top [illegible]. Typing and Sh [illegible] $[illegible] Start.
METROPOLITAN Personnel 253-7355
Licensed Employment Agency

LEGAL SECRETARY
Exper. [illegible] for [illegible] law firm. [illegible] Good benefits. Salary commensurate w-exper. Call [illegible]

MALLORY

SECRETARY

Immediate opportunity for individual with shorthand and typing ability. 1 Year office experience preferred.

Please call 261-1733 for interview appointment.

P. R. MALLORY & CO., INC.
INDIANAPOLIS, INDIANA 46206
3029 E. Washington St.

June 14, 1973

Dear Secretary:

If your current job doesn't provide the opportunity you seek in a career . . . if your skills are strong and you seek the responsibility of a one-girl office, we have a secretarial opening in our information services sales department.

GENERAL ELECTRIC CO.
3939 Meadows Dr. Suite 10[illegible]
Indianapolis, Ind. 46205

For interview or additional information.

Call 545-7591

Sincerely,
M. J. Emmi, Mgr.
E.O.E.M/F

SECRETARY

Outstanding opportunity in our [illegible] for an experienced secretary to work in the office of the assistant controller. Ideal candidate should have proven work background and possess excellent figure aptitude ability.

This interesting opening offers pleasant working conditions, good salary, and excellent fringe benefit program. Please call 243-8[illegible], Mr. Barnett, for interview appt. 8:30 am-12:00 pm and 1:00 pm-4 pm

ITT
EDUCATIONAL SERVICES, INC.
56[illegible] CRA[illegible]FORDSVILLE RD.
ATKIN[illegible] SQUARE WEST
An Equal Opportunity Employer M-F

SECRETARY
FIRST LADY
$600 A MONTH
FEE PAID

President needs to lean heavily on your ability to make decisions in his absence. For confidential interview call or come in to:

Opportunity Consultants, inc.
42 N. Penn, Lower level, 631-[illegible]
Licensed Employment Agency

Sample Classified Ads

IMMEDIATE OPENING. [illegible] area. [illegible] position [illegible] background of [illegible] and [illegible] ment [illegible] Call Mr. Al [illegible] between [illegible] An EOE. All [illegible] strictly confidential.

INDUSTRIAL MANAGEMENT

TRAINEE. $[illegible] Area to start and probably FEE PAID. [illegible] interviewing this [illegible] Mrs. Shepherd.

—DAN LANE—

925 E. [illegible] St [illegible]

Licensed Employment Agency

INDUSTRIAL MANAGEMENT TRAINEE

[illegible] position. Learn production [illegible] and [illegible] supervisor's position in [illegible] to $11,000. [illegible] Licensed Employment Agency.

INDUSTRIAL RELATIONS TRAINEE [illegible] FEE PAID. Complete training program. Sit in on [illegible] tions and grievances. Call [illegible] BUSINESS MEN'S CLEARING HOUSE, [illegible] N. Penn. [illegible] Licensed Employment Agencies.

GROCERY MANAGER

LARGE volume [illegible] market needs experienced [illegible] Permanent [illegible] LUCKY MARKETS [illegible] NW 27 Ave.

MANAGEMENT Training Program. [illegible] own [illegible] young [illegible] in size [illegible] benefits. [illegible] income [illegible] double in second year. Apply in person [illegible] Dixie [illegible] Rd 7 and Hollywood [illegible] Rd.

Small Loan Manager Hollywood, Fla.

EXCELLENT opportunity for experienced small loan manager or qualified assistant ready to take over branch office. Call [illegible] Rowe collect at [illegible] Unusual benefits.

CENTURY FINANCE CO.

[illegible]op-Notch Executive

WANTED, for fast growing construction company, must be able to take complete charge of all phases of operation. Send resume to Herald-News Adv. [illegible]

PROGRESSIVE company [illegible] office manager. Good salary [illegible] vacation, hospitalization [illegible] and [illegible] pension plan [illegible] and stock purchase provisions. Send resume to PO Box [illegible] Biscayne Annex, Miami, Fla [illegible]

TRAFFIC MANAGER

EXPERIENCED Trucking Regulations. Get back hauls into So. Fla. area. Able to [illegible] freight. Supervise Drivers. $[illegible] range. Fee Paid Shering & Sheling Agency Call Linda Morgan [illegible]

[illegible]CCOUNTANT

A Challenging career opportunity is available now in our Indianapolis headquarters accounting department.

Responsibilities will be in the fixed asset and Capital project accounting areas with special project assignment in other related accounting areas.

A degree is not necessary but 1-2 years experience is preferred. Please send your resume and salary requirements in confidence to:

Manager of
Employee Relations
BURGER CHEF
SYSTEMS, INC.
1[illegible] W. [illegible]th ST.
Indianapolis, Ind.

burger chef
Family Restaurants

An Equal Opportunity Employer

ACCOUNTANT

GOOD opportunity with local progressive CPA firm. Salary commensurate. Benefits. CPA preferred. Chance for partnership. Minimum [illegible] years [illegible] public experience [illegible]

CPA Firm-Tax

OPPORTUNITY for experienced tax accountant with International CPA firm. [illegible] 4 Years tax experience and [illegible] background desired. Send resume Herald News Box 743K

ACCOUNTING MAJOR

2 Months of summer work helping company [illegible] Contact [illegible] Goldstein, [illegible] Subway office, 2727 N. Penn.

ASSISTANT MANAGER

UNIT RECORD SYSTEMS DEPT.

[illegible] service charge. Responsibility leading to [illegible] management [illegible]

—DAN LANE—

925 E. [illegible] St. [illegible]

Licensed Employment Agency

JR ACCOUNTANT

BEACH CPA Firm. Some experience preferred, excellent opportunity to learn and advance. [illegible]

JR. ACCOUNTANT

CPA Office N. Miami Bch. Prior public experience helpful, salary open. Fine fringe benefits. Mrs. [illegible] 651-[illegible]

[illegible]CCOUNTANT

Minimum 4-5 [illegible] public accounting experience. Salary commensurate with experience. N. Beach office. [illegible] Herald-News Adv. 113K

$ Management $

A new petroleum corporation nationally advertised is expanding in the greater Indianapolis area. Needs personnel to learn its wholesale key distribution system. Very lucrative for those who qualify. For interview, call Mr. Hudson at 897-4000 between 10 A.M. and 4 P.M. Thursday only.

ACCOUNTANT
INDUSTRIAL ENGINEER

CAREER [illegible] WITH [illegible]

An [illegible] Employer M/F

Accounting Clerk

Permanent position for individual with 1-2 years experience in insurance [illegible] accounting. Apply or call [illegible]

COLLEGE UNIVERSITY CORP.

Located in College Park [illegible]
An Equal Opportunity Employer

ACCOUNTING
[illegible]

[illegible]

Personnel [illegible]

Licensed Employment Agency

ACCOUNTANT

One of the largest [illegible] construction companies [illegible] to do cash [illegible] is a newly created [illegible] applicants must have experience. Box N[illegible] Star and News.

ACCOUNTS CLERK

Must be able to type and use adding machine. [illegible] Excellent fringe benefits. [illegible]

GENERAL ACCIDENT GROUP

[illegible]

[illegible] start [illegible] Commission, 632-5[illegible]

SUPERINTENDENT

Louisville, Kentucky

Branch plant of progressive NYSE Manufacturer of Automotive Batteries has opening for self-starting, results oriented professional.

Candidate must be capable of planning, directing and budgeting a manufacturing program of 500 employee plant. Prefer business degree with at least 3 years plant manufacturing experience. Background with Unions helpful.

Excellent salary and benefits program. Send resume, including salary history to Mr. E. Boelk, Globe Union Inc P. O. Box 591, Milwaukee, Wisconsin 53201.

An equal opportunity employer

PLANT SUPERINTENDENT

For small manufacturing concern in central Indiana. Sheet metal production. Responsible for [illegible]tion in sheet metal, production welding, painting and assembly.

Salary equals opportunity and responsibility.

CONSOLIDATED INDUSTRIES CORP.

P. O. Box 178

Lafayette, Ind. 47902

QUESTIONS FOR DISCUSSION ON CLASSIFIED ADS

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1. Which of the requirements in a given advertisement could be met by any person willing to make the necessary effort?

2. Which of the requirements in a given ad could be met only by a person with previous training?

3. How does the newspaper assist you to find quickly the job wanted?

4. Why does an advertiser want the reply sent to a box number at the newspaper office instead of his own address?

5. What is a blind ad?

6. What are reasons for the use of a blind ad?

7. How should you respond to a blind ad?

8. What is the "Situations Wanted" column?

9. Can you find an example of an employment agency ad?

10. What are the advantages and disadvantages of answering an employment agency ad?

11. Should you respond to an ad requiring experience or specific education which you may not have?

PHASE II

THE APPLICATION FORM

Project 4: "FILLING OUT THE APPLICATION"

Fill out the application form on page 42 at the back of this booklet. Check the following before writing on the form:

___ accuracy of all information: employment dates, titles of supervisors, addresses, salary figures, etc.

___ permission from all individuals whose names you wish to list as references and verification of spelling.

All data should be completely factual. You may assume, however, that you have already graduated and can assume any new job duties immediately.

THE APPLICATION FORM

Practically all places of employment require you to fill out an application form. The format will vary from place to place but certain information is basic to all. Before applying for a position you should have collected all of your personal data including education, job record, references, and all pertinent dates. (See sample application, page 14. If you can get an application form from the company ahead of your interview date, you can type it. This is more convenient for you and usually looks better to the prospective employer.

For best results in completing an application form, follow these steps:

1. Be careful to read and follow all directions.
2. Read each question carefully before answering.
3. Print or type neatly unless otherwise directed.
4. Avoid leaving blanks. If your answer to a question is negative write "no" or "none". If the question is not applicable you may write "N/A".
5. Make sure you have dated the form correctly and have signed your name.
6. Secure permission ahead of time from those whose names you wish to use as references. Use the following as a guideline unless otherwise directed:

    a: One instructor who can attest to your technical competence,
    b: One work reference--someone who is familiar with your attitude and sense of responsibility as an employee,
    c: and one character reference--someone who is respected in the community who has known you for a long period. If the application calls for "personal references" you should assume that names requested are people other than those for whom you have worked.

NOTE: You are not bound to answer any questions regarding race, religion, politics, age, or disability not affecting your work competence.

SAMPLE APPLICATION BLANK COMPLETED

mployment Application

Instructions. 1. Type or print in ink. 2. Answer each question fully and accurately; use additional sheet, if necessary. 3. Do not include information regarding race, color, religion, age or national origin. 4. Read application carefully — then sign and date form.

ame (Last – First – Middle Initial) MARTIN , MARILYN J.

Maiden Name, if married woman

Social Security Number 353-26-86,4

ddress (Street and Number, City, State, Zip Code) 4601 N. RANDALL INDIANAPOLIS , INDIANA 46202

Telephone (Area Code & No.) (317) 545-6131

ucation (Include All U. S. Military Service Schools, Technical Schools, Business Schools, Etc.)

chool Name and Address	From Mo.	From Yr.	To Mo.	To Yr.	For Elementary or High School - Circle - Highest Grade Completed. For Other Schools - State Courses Taken and type of Diploma or Certificate Received.
ementary or High School Last Attended J.W. RILEY High School 1150 E. WARREN RD. , INDIANAPOLIS	Sept	'67	June	'71	4—5—6—7—8—9—10—11—[✓ 12]
ther School INDIANA VOCATIONAL TECHNICAL COLLEGE 1315 E. WASHINGTON INDIANAPOLIS	Sept	'71	June	'73	ASSOC. Degree - SECRETARIAL SCIENCE
ther School					
ther School					

escribe Type of Work Desired EXECUTIVE SECRETARY WITH POSSIBILITY OF BECOMING ADMIN. ASSIST.

xperience List all positions held, include all U. S. Military service, summer and part time jobs and All previous RCA Employment. Show most recent mployment first. Use additional pages if necessary.

ates Employed (Month-Year) rom June '71 To Sept '73

Employer's Name and Address Mr. J. Robert Mackin , Realtor CARRIAGE ESTATES 519 E. 30th INDIANAPOLIS

tarting Position and Starting Salary or Rate clerk Typist $ 1.75 Per hr.

Current or Last Position and Salary or Rate SECY. / ASSISTANT $ 150.00 Per wk

ajor Duties GREETING CLIENTS - ANSWERING PHONE TYPING BUSINESS LETTERS PREPARING DEEDS , LEGAL PAPERS FR. RAW DATA

Supervisor's Name and Title J. ROBERT MACKIN 519 E 30th , INDIANAP.

Reason for Leaving prefer greater opportunity and challenge

ates Employed (Month-Year) rom June '70 To June '71

Employer's Name and Address - K-MART - Mr. ELDON GREEN , NIGHT MGR. 332 S. MADISON INDIANAPOLIS

tarting Position and Starting Salary or Rate CASHIER $ 1.50 Per hr.

Last Position and Salary or Rate CASHIER , INVENTORY CLERK $ 1.95 Per hr.

ajor Duties checking out customer purchases taking inventory each month.

Supervisor's Name and Title Mr. ELDON GREEN NIGHT MGR.

Reason for Leaving opportunity to do secretarial work

ates Employed (Month-Year) rom To

Employer's Name and Address

tarting Position and Starting Salary or Rate $ Per

Last Position and Salary or Rate $ Per

ajor Duties

Supervisor's Name and Title

Reason for Leaving

ates Employed (Month-Year) rom To

Employer's Name and Address

tarting Position and Starting Salary or Rate $ Per

Last Position and Salary or Rate $ Per

ajor Duties

Supervisor's Name and Title

Reason for Leaving

RCA 629 (10-70)

Continued on Back of Form

Starting Position and Starting Salary or Rate $ Per

Last Position and Salary or Rate $ Per

ajor Duties

Supervisor's Name and Title

Reason for Leaving

Dates Employed (Month-Year)

Employer's Name and Address

Starting Position and Starting Salary or Rate $ Per

Last Position and Salary or Rate $ Per

ajor Duties

Supervisor's Name and Title

Reason for Leaving

List Machines You Can Operate, Licenses, Certificates of Ability, Special Training, Etc.

ELECTRIC TYPEWRITER DICTAPHONE
CALCULATOR DICTOGRAPH
XEROX MACHINE
PBX

Date Available Sept 1, 73	Shift Preference DAY	Will You Work at Night? ☒ Yes ☐ No	How Will You Travel to Work? CAR	Salary or Rate Expected $ negotiable Per
eight 5'5"	Weight 120	Marital Status ☐ Single ☐ Divorced ☒ Married ☐ Widow(er)	Number of Dependents (Include Yourself) 0	Ages of Children 2 yrs old

ver Had U. S. Security Clearances? ☐ Yes ☒ No

Now Have U. S. Security Clearance? ☐ Yes ☒ No

If Yes, State Level —

employed, can you submit proof of U.S. citizenship? ☒ Yes ☐ No

If employed, can you submit proof of age? ☒ Yes ☐ No

List chronic ailments and handicaps. If handicapped, indicate percent of disability.

NONE

court-martialed? Have you ever been denied security clearance? Has your security clearance ever been revoked or suspended?
☐ Yes ☒ No If yes, explain each occurrence.

Give date and reason for all hospitalization within last five years

JULY 1969 - TONSILLECTOMY

Names of Relatives Employed by RCA — State Relationship and where Employed

NONE

Have You Applied at RCA for Employment Before?
☐ Yes ☒ No If Yes, state where and when

Ever Receive Workmen's Compensation?
☐ Yes ☒ No

References List former supervisors not previously shown or others familiar with your work — exclude relatives

Name MRS. DEANNA JONES	Occupation INSTRUCTOR - IVTC	Address 1315 E. WASHINGTON	Telephone 347-61
Name FATHER H.R. REICH	Occupation PARISH PRIEST - ST. [illegible] CHURCH	Address 13601 [illegible] DR.	Telephone 545
Name	Occupation	Address	Telephone

The information on this application is accurate and subject to check by RCA Corporation. I understand the furnishing of any misleading or incorrect information will render this application void and will be just cause for termination in the event of my employment. I hereby give permission to RCA or its authorized representative to contact any persons or companies named in this application, except my present employer.

Marilyn J. Martin
Signature of Applicant

August 7, 1
Date

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QUESTIONS FOR DISCUSSION ON JOB APPLICATIONS

1. Why are accuracy and neatness so important in the filling out of an application form?

2. Why do business and industry use application forms? (purpose - uses)

3. What might account for errors in the filling out of the forms?

4. What does "naturalized" mean?

5. Does the company have the right to ask about "physical defects"? For what kind of jobs could this question be relevant?

6. Of what use to the company could information regarding your "outside interests" be?

7. Which questions do you think are most important? Why?

8. Why does the company wish to know who your past employers were?

9. Why does the company wish to know your reasons for leaving past employers?

10. Why do many applications ask you to indicate wages you have earned and expect to earn?

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PHASE III

YOUR RESUME

Project 5: "COMPILING A RESUME"

1. Make a list of the categories you feel should be included on your resume (use format outline given on page 20 as a guide.)

2. Under each category you have selected, make notes of your various qualifications, experiences, or any pertinent information. Think this through carefully so as not to leave out any information which might be valuable to your profile.

3. Go over your notes and edit out any data which does not seem to contribute to your professional profile. Put the data in reverse chronological sequence.

4. Verify all data for complete accuracy.

5. Write a rough draft resume from your edited notes. (See "How To Say It" p.p. 22-23)

6. Confer with instructor for suggestions and comment.

7. Type a second draft including any needed revisions and working out blocking, spacing, etc. for the best eye appeal.

8. Type final draft free from errors and Xerox as many copies as you feel you will need. (Make sure you save one to keep on file.)

9. Submit copy of final draft to instructor.

YOUR RESUME

What It Is:

The term "resume" is sometimes interchanged with "data sheet", "profile", or "vitae". In any case, it is a kind of personal summary which represents you to a prospective employer. It is an efficient way of presenting a concise professional profile of yourself. It can't "close the sale" but it can interest an employer in interviewing you. Then after the interview, it can serve as a reminder and as a means of distinguishing you from among a number of other applicants.

The resume is important in addition to an application in that it is specifically tailored to your background and abilities. It can emphasize certain aspects and provide significant detail for which a company application form is not designed. Therefore, you should prepare it as carefully as an advertising copy writer prepares sales copy.

How To Do It:

You should begin by making notes about your education and work experience. After you list all the relevant aspects of your background and experience, go back and decide which things you want to emphasize and which to subordinate. For example, if you lack work experience in the field, you will want to emphasize special training and work related experience.

There is some disagreement among authorities about the importance of personal data (age, marital status, etc.) on the resume. Some feel it is helpful and of interest to a prospective employer while others feel it is contrary to Affirmative Action philosophy. The same kind of controversy surrounds the question of including a photograph with the resume. It's entirely up to you. Do what you feel is appropriate.

There are, however, some generally accepted guidelines which you should follow in preparing your resume:

1. Choose the general areas or categories of information you wish to include in your resume. (These will be placed in the wide left hand margin) See the notes on "Format", pages 20-21. Then detail the specific positions or experience in reverse chronological order. In some instances where the list is quite long one might more effectively choose to list experience most relevent to the position applied for first. Dates for each notation are usually placed in the left hand margin but indented slightly from the heading.

2. Each experience or past employment notation should include a concise description of your function and responsibilities. Try to emphasize those which are relevant to the position for which you are applying. Don't go into much detail about work below your higher levels of employment.

3. The format should be visually clear and easy to read. Remember, employers file resumes as a reference to personnel and consequently the information contained in them should be easy to find or refer to at a glance. Use bold type, underlining, margins and spacing to help focus on headings, divisions, etc.

4. Language should be as concise as possible, omitting unnecessary words. The style of writing for resumes is unique: Sentences are choppy and abbreviated, transitions are eliminated, and punctuation is somewhat unconventional. Study the style in the example resumes on pages 24-28.

5. Do not use abbreviations (particularly,"etc.") or acronyms (e.g.: I.V.T.C. for Indiana Vocational Technical College). Write out all terms and proper nouns.

6. At this point in your career you should be able to fit the information of your resume on one or two pages. Number the bottom of the first page accordingly: "page 1of 1" (or 2 etc. depending on total number of pages to the resume). Number the following pages in the same manner.

7. Use standard size paper ($8\frac{1}{2}$" x 11") of good quality. Make sure the copy is perfect---free from any typographical errors, misspelling or noticeable corrections. Acceptable methods of duplication are off-set printing and Xeroxing. (Not carbons, dittoes, etc.)

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FORMAT

The following is a basic outline to follow in organizing the information on your resume. This is only a guideline. You may wish to rearrange information or delete sections which are not applicable:

NAME
HOME ADDRESS
PHONE NUMBER

JOB OBJECTIVE:	(describe the position you seek)
WORK RECORD:	(in reverse chronological order)
dates (from-to)	Company name Job title Major work functions and responsibilities. Noteworthy accomplishments.
JOB RELATED EXPERIENCE:	(any non-paid work or experiences which may have contributed to the development of abilities relevant to your technical field)
EDUCATION:	(reverse chronological order) degree, certificate or diploma; date, name of institution and brief synopsis of course of study. Special courses or accomplishments.
RELATED ACTIVITIES:	(include hobbies which relate to your field in some way and any special accomplishments)
PERSONAL:	
Birthdate: Married, single? # of dependents Social Security #	Height: Weight: Health: Physical handicaps (if relevant to your work)
REFERENCES:	Include name, title, company or institution and phone number of the following: One work reference One school reference One personal reference

Depending upon the kind of information you wish to include in your resume, here are some other categories you may wish to use:

MILITARY RECORD:	Include year entered and year discharged, branch, specialized training, kinds of work and responsibilities involved. Special achievements (medals, etc.) exit rank, type of discharge, and reserve status.
LICENSES EARNED OR CERTIFICATION:	Include anything relevant to your work or indicative of your character.
OTHER ACCOMPLISHMENTS (HONORS OR AWARDS)	List work related competition, special recognitions, etc.
PORTFOLIO AVAILABLE:	For some fields (such as drafting, graphic arts, secretarial) it will be to your advantage to prepare a portfolio of samples of your work. If you have prepared a portfolio, it should be mentioned in the resume.
APPRENTICESHIP RECORD:	Include the following information if appropriate: 1. Local Union number. 2. Institution in which you took your apprenticeship training 3. Your apprenticeship status
AFFILIATIONS:	Mention membership in any professional or community organizations--unions--societies. If relevant to a particular position you are seeking, include religious or political affiliations.
AVAILABILITY:	When can you start work?
SALARY DESIRED:	If you are just entering your field it is best to write: "will negotiate"

HOW TO SAY IT

There are certain words and phrases which are helpful in writing resumes. You will notice that the examples on the following lists are concise and specific. Study them for ideas of how to phrase some of the parts of your own resume.

O EDUCATION BACKGROUND

Studied/received specialized training in ____.
Received ____ degree (with honors?) in ____ technology with special emphasis on ____.
A major part of my educational experience consisted of ____ weeks, field/clinic work in ____ (area).
Participated in ____ seminar on ____.
Received additional training in ____.
Curriculum consisted of four quarters of ____, two quarters of ____ etc., etc. with specialized study in ____/special applications in ____.

O WORK EXPERIENCE

Held supervisory position in ____.
Was associated with ____ (company, clinic, institution).
Worked as/acted as/served as/functioned as ____.
Responsibilities included/primary duties included/was required to ____.
Was responsible to ____ (chief technician, ____ supervisor, vice president).
Worked closely with department head/engineers/physicans/accountants/designers.
Assumed responsibility of ____/was able to develop ____/was given additional responsibilities in ____.
Successfully solved/planned/implemented/directed/fulfilled/initiated ____.

O SPECIAL SKILLS

Familiar with use of ____/applications of ____.
Have working knowledge of ____/experienced in the operation of ____.
Accustomed to dealing with/operating/directing/supervising/planning ____.

O SPECIAL INTERESTS AND RECOGNITIONS

Was awarded/granted/cited/elected/voted/named ____.
Received special recognition for ____.
Served as president/director/coordinator/treasurer/liaison ____.
Active in ____ (club or organization) whose major purpose is to ____.
Volunteered/donated services/aided/assisted/am affiliated with ____.

JOB OBJECTIVE

In formulating your Job Objective at the beginning of your resume, you may try various combinations of phrasing from the following lists. Choose a phrase from each list, combine them, supply missing words as appropriate and see if you can polish it into a final statement of your own job objective.

I. ______________________________

To be employed by _____
To be associated with _____
To work for _____
To serve as _____
To start as _____
To qualify for _____
To work in the _____ department
To function in a _____ capacity

II. ______________________________

For a leading manufacturer
  of _____
With a _____ company
In a small firm
In a _____ corporation
For a _____ clinic/hospital
As a member of a _____ group

III. ______________________________

For the purpose of obtaining
  _____ experience in _____ and
  specializing eventually in _____
Where training in _____ can be
  utilized to best advantage
Where my _____ abilities can
  serve most productively
With the prospect of obtaining
  experience in _____
With a view to acquiring a wide
  range of experience in _____
  so as to ultimately qualify
  for _____
To gain basic experience in
  _____ and eventually qualify
  for a supervisory position
Where special emphasis is
  placed on _____ and the ability
  to _____

EXAMPLE (Accounting)

Resume of

Daniel A. Cahney
905 Southeastern Avenue
Indianapolis, IN 46239
Telephone: 317/669-4674

PERSONAL

Birth date: 5/16/51
Age: 22
Weight: 182 lbs.
Health: Excellent
Marital Status: Single
Social Security: 444-32-4567

PROFESSIONAL OBJECTIVE: Continue education and become a CPA or a Public Accountant. Ultimate goal: Controller for a large local corporation.

EDUCATION: Associate degree, 1973, Indiana Vocational Technical College, Indianapolis
Major: Accounting
Emphasis on Cost Accounting and Income Tax; some work in Data Processing.

WORK EXPERIENCE:

1973 to present

INDIANAPOLIS BUSINESS DEVELOPMENT FOUNDATION: Worked three months while in school as a class. Did some Fund Accounting for the foundation. Main job was to give technical assistance to clients. Set up cash controls and maintained their books for the time of employment. I had approximately four clients.

1969 to 1972

AMERICAN FLETCHER NATIONAL BANK: Teller for two full years and summers. Worked closely with customers and large amounts of money. Also helped Branch and Assistant Managers open new accounts and took some loan applications. Reconciled and balanced Branch and customer's accounts. Spent some time collecting bad checks.

INTERESTS:	Interested in all outdoor activities and all sports. Coach for Indianapolis Little League.
REFERENCES: (by permission)	Mr. Merrill Kissick, Accounting Instructor, 1315 East Washington St., Indianapolis, 632-3421 ext. 58 Mrs. Velma Gratoius, Asst. Mgr. for AFNB, 2345 E. Park Avenue, Indianapolis 283-3354 Mr. James Smithers, contractor, 1 Indiana Square, Indianapolis, 633-4598

EXAMPLE (Data Processing)

Resume of

ROBERT R. LIEBENSTROM
428 North Allison
Speedway, Indiana 46216

Social Security: 422-70-0963
Telephone: 635-9707

Occupational Objective	To be associated with a firm that has a large programming or computer department, or is planning to install this section for modernization and development of the firm. To work where technical background, imagination, mathematical skills, and writing ability can be fully utilized.
Personal Data	Single Weight: 150 lbs. Height: 5'9" Good Health
Educational Record	Indiana Vocational Technical College Associate Degree 1974, Computer Technology, 3.0 grade average. Special emphasis on Assembler Language and Fortran programming. Related studies included 16 hours of accounting.
Experience	Data Processing Information Service, Indianapolis, Indiana
Part-time and Summers 1972 - 1974	Data Processing Assistant. Worked in different departments of company until I became general assistant in this major installation with all types of equipment and computers. Able to handle many different projects as contracted.
Part-time and Summers 1970 - 1972	Blocks Department Store, Speedway, Indiana Began as clerk -- after one year worked as night manager. Took inventory, worked with buyer on ordering.
Part-time after school 1969 - 1970	Worked at my fathers service station. Pumped gas, minor service -- general assistant with a variety of duties.
Special Interests	Chess, tennis, bicycling, and local politics. Also, reading technical periodicals.

Page 1 of 2

References
(By permission)

Mr. A. J. Thompson, Data Processing Instructor, Indiana Vocational Technical College, 1315 East Washington Street, Indianapolis, Indiana 635-6100

Mr. W. T. Sutton, Assistant Director, Data Processing Information Services, 4898 East 34th Street, Indianapolis, Indiana 746-1686

Mr. P. R. Renten, Assistant Manager, Blocks Department Store, 3586 South Madison Avenue, Indianapolis, Indiana 925-6801

EXAMPLE (Secretarial)

Resume of

Hilde B. Johnson
266 Webster, N.E.
Muncie, Indiana 46211

Social Security: 402-68-0220
Telephone: (202) 368-5574

OCCUPATIONAL OBJECTIVE

Position as secretary - stenographer where training and experience can be used in a variety of work responsibilities.

PERSONAL DATA

Age: 24 years, 5'6", 120 pounds. Excellent health. Married, no children. Licensed public notary.

EXPERIENCE HIGHLIGHTS

Bobbs-Merrill Publishers
Indianapolis, Indiana

This firm specializes in distributing its own publications, and some publications from European countries.

1970 to PRESENT

Secretary. (Full time one year, part time while in school). Work as assistant in editor-in-chief's office. Take active part in manuscript's final preparation before sending to printers. Check for clear copy, spelling, grammar, typing, so that mistakes on galley proofs will be kept to a minimum.

1968 to
1971

New Leaf Realty Company
Indianapolis, Indiana

Secretary/receptionist. Responsible for handling or routing phone calls and relaying detailed messages. Received clients, maintained records, ad book and files. Typed business correspondence; was particularly concerned with accuracy in typing real-tron cards for listings.

EDUCATION

IVTC 1973, Technician's Certificate in Secretarial Science. Typing: 60 wpm. Stenography (Gregg): 120 wpm.

Richman High School, Trenton, N.J. High School diploma 1968. Class Salutatorian.

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ACTIVITIES

Volunteer for American Civin Liberties Union, doing typing and some research.

Interested in golf, travel, and crafts.

REFERENCES
(By permission)

Deanna Timmons, Instructor, Indiana
Vocational Technical College, 1315 E.
Washington St., Indianapolis, Indiana
635-6100

W. R. Raleigh, Editor in Chief, Bobbs-Merrill Co., 4300 W. 62nd Street,
Indianapolis, Indiana, 635-6801

Mr. John J. Browning, Reatton, 587 S.
Grand Street, Indianapolis, Indiana
545-6801

QUESTIONS FOR DISCUSSION
ON
RESUMES

1. Why should you prepare a resume?
2. Why should it be typed?
3. How do you know what to emphasize?
4. In what order do you put your work experience?
5. What things can you do to make your resume easier to read?
6. Why is it important to give details concerning your duties on your last job?
7. Is it permissible to send a xeroxed or carbon copy?
8. What are some considerations for the grammar of a resume?
9. Why is brevity so important?
10. Why should you never use "etc"?
11. What should you say about salary on the resume?
12. What kind of references should you list?
13. For what kinds of jobs should you prepare a portfolio?
14. What kind of personal data should you provide in certain cases? Why?
15. What sort of information should not be included in a resume?

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PHASE IV

THE JOB INTERVIEW

Project 6: "COMPANY PROFILE"

1. Choose a business or company to which you might apply for a job.

2. Research it by visiting the personnel or public relations departments and by talking to employees working in your job area. Make sure your information is completely accurate in the following areas:

   ___ Company purpose, size and relation to the community.
   ___ Major divisions or departments
   ___ Special distinctions or achievements
   ___ Hiring procedure
   ___ Pay scale (in your area)
   ___ New job openings
   ___ Special benefits provided
   ___ Rate of advancement

Project 7: "PRE-INTERVIEW PERSONAL ASSESSMENT"

Study the questions given on the Personal Assessment form on page44 at the back of this booklet. Carefully answer and submit completed form to instructor.

Project 8: "PREPARING FOR THE JOB INTERVIEW"

1. Plan careful answers to interview questions given in this unit.

2. Decide what information you wish to get from the interview and plan for your own questions accordingly.

3. During class session or conference with instructor, practice answering questions. Request help in handling any special problems you may have to deal with in an interview due to past record, disabilities, etc.

Project 9: "THE INTERVIEW MODEL"

With your instructor, set an interview appointment with a prearranged interviewer.

On the day of your scheduled interview, dress appropriately, bring you portfolio (if you have one) and the "Job Interview Rating Scale" form on Page 45at the back of this booklet. Report in to the office five minutes ahead of your appointment.

You will be interviewed for approximately 10 to 15 minutes (video-taped if possible). Then a personal evaluation will follow using the guidelines given on the "Job Interview Rating Scale" form.

Project 10: "SELF APPRAISAL"

Following your model interview, make arrangements with your instructor for a conference during which you will view your tape and evaluate your self presentation.

PREPARING FOR
THE JOB INTERVIEW

0 Purpose of the Interview

The purpose of a job interview for both applicant and prospective employer is to exchange information and to provide a basis for judgment.

The interviewer usually has a preconceived idea of the type of person he wishes to hire. For him the interview is an opportunity to question the applicant in an effort to see how he responds: the quality of his replies, the attitude he demonstrates, and the personality he projects. The interviewer can figuratively match up his impression of the applicant with his impression of the demands of the position to be filled. Is this applicant really qualified? Will his past experience benefit our organization? Will he fit in with the rest of the team?

The applicant has a fairly clear view of himself as a technician but needs to know about the specific position for which he is applying. The interview provides him with an opportunity to find out more about what's involved in the job. What are its special demands? What is the nature of the work situation? What sort of people would he/she be working for and with?

At the end of a successful interview both individuals involved should be able to come to some conclusion about the suitability of the job to the person.

0 Doing your "Homework" before the Interview

Before applying for a particular position you will have prepared your resume and have collected all the necessary data for filling out the application. However these are only the first steps in preparing yourself for the interview. The brief job description you may have gotten from the classified ads or another source should not be your sole motivation for applying for work. A favorite question of interviewer's is; Why do you want to work for us? Do you know someone who works for the company? Are you familiar with its products or services? Have you read about it somewhere? Whatever the reason for your initial interest it is advisable to follow-up by doing some research.

In the cases of a small concern you can sometimes get information from others in the community who are familiar with its operation and reputation. In the case of a large company there will usually be some kind of public relations department (or director) you can contact for information. It is best to visit the place in person so you can follow up on questions and possibly obtain some literature or brochures prepared by the company about its services, products, and policies.

This kind of "homework" can help you prepare questions you will want to ask during the interview and will provide a basis on which you can plan your answers to anticipated questions from the interviewer. Consequently you will be more likely to make a positive impression as an applicant and your time will have been well spent.

O Your Approach to the Interview

Be a few minutes early. How you keep this appointment reflects directly on your punctuality. Allow extra time to get to the place of interview so that you aren't rushed. Hurrying unsettles your nerves and invariably affects your poise.

If for good reason you find you will be unable to keep the appointment, telephone this information to the interviewer as far in advance as possible and ask to be rescheduled.

Try to dress conservatively and as you feel the interviewer might expect an applicant to look. If you are applying for a medical position, a white uniform is often preferred, and your hair should be off the collar. (For women this means either cut short or pinned up). Many employers react negatively to male applicants with long hair. As you should be aware of this, you may want to compromise your hair style slightly for the sake of increasing your chances of being hired.

Avoid bringing anyone with you to the interview. You will want to appear self confident -- not dependent on someone else for moral support. When you enter the office carry yourself with assurance and when it seems convenient to those present, explain who you are and why you've come. (Use your first and last name -- it may sound pompous to use Mr. or Mrs.) Try to look pleasant and wait for the interviewer to extend his hand or offer you a seat. (Place hat, coat, etc. on your lap or on the floor, not on his desk.)

0 Face to Face

More often than not, a job opportunity is either clinched or lost on the basis of an interview. The interview provides you with the opportunity to sell yourself -- to reveal qualities which cannot be covered in a resume.

Keeping this in mind, let the interviewer lead the conversation. Listen carefully to his questions and keep to the point when you respond, answering carefully and completely.. Your attitude should be courteous and confident, and above all you should keep any negative reactions or contrary opinions to yourself. During the interview watch for opportunities to ask questions of your own, particularly those about the company or the job. Don't ask about minor matters such as coffee breaks. Save any unanswered questions about salary range and fringe benefits until other considerations of the position have been covered.

In general there are three main points which you should try to communicate to a prospective employer.

1. You are sincerely interested in the job and in the company.
2. Your training and experience are right for this particular position.
3. You have the kind of personality and intelligence which will fit in with the "team" and contribute positively to the company.

Most job interviews are of a directive nature. That is, the interviewer will direct the course of talk and will ask specific questions. In order to brief yourself for this type of interview you should be prepared to answer questions such as the following:

1. Why do you want to work here? This is a time for your company research to pay off.
2. Why did you leave your last position? Keep your response simple. Don't use your need for more money as your main reason. Perhaps there was no opportunity for advancement or challenge, or the position may have been

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eliminated. Another reason for leaving might be that you wished to find a work situation more relevant to recent training. Whatever your reasons, emphasize the positive rather than the negative aspects. For example, instead of saying "I just didn't like my old job" you might say "I wanted to find a position in which I could apply my training to greater extent".

3. Why do you feel you are especially suited to this type of work? This is a very open question and could be intended to elicit a response about your technical qualifications and/or aspects of your personality. Your answer should include both kinds of reasons, and should be well thought out in advance.

4. What kind of salary do you feel you should have? (or more directly: what do you think you're worth?) Before going into the interview you should find out what the salary range is for this type of position. Then consider your present or most recent salary along with any projected increase justified by:

   a. recent training or experience.

   b. increased responsibility in the position for which you're applying.

   After analyzing your situation, set a salary range for what you feel you can justifiably expect. When the question of salary comes up ask for the higher end of your range and be able to justify it. If it is more than the company expects to pay you should be prepared to take less. Then the company can feel it is getting a bargain. If you should ask for less than the job pays, you may be discounted as not worth established salary minimum. Any company likes to feel it gets full value for its salary dollar.

5. Other interview Questions for which you should be prepared.

   Think through answers and explanations for each of the following. Rehearse them in your mind.

   a. What qualities or qualifications make you feel that you'll be successful in this field?

b. For what reasons did you choose the school where you received your training?

c. Do you think you could forget your training and learn a whole new system?

d. Are you looking for part-time or full-time work? Temporary or permanent?

e. What have you learned from the experience you've had? How does it relate to the position here?

f. How do you get along with other people? Any trouble with supervisors before?

g. What type of people do you find most difficult to get along with?

h. What personal characteristics do you feel are necessary to succeed in this field?

i. What do you feel is your major weakness? What do others feel is your major weakness?

j. What do you see as the disadvantages of working in this field?

k. Which jobs have you enjoyed the most? The least? Why?

l. What have you done which shows you have the initiative or willingness to work?

m. How do you feel about overtime work? Moving to another area?

n. What would your ambitions be if you worked for this company?

o. What do you plan to be doing 5 years from now? 10 years from now?

SOME OTHER CONSIDERATIONS ....

Some interviewers favor a non-directive approach in which the burden of the dialogue rests with the applicant. With this type of interview the prospective employer may open with a broad question such as "Tell me about yourself" expecting you to take the lead, supplying all the relevant information about yourself and asking questions about the job. If you should find yourself in this kind of situation it is always helpful to begin by explaining your interest in the company and in the position for which you are applying. Then after asking specific questions about the nature of the job and its responsibilities, you can proceed to show how your training and experience could benefit the company in such a position.

Occasionally you may encounter an employer who is unskilled at interviewing or who tends to wander off the point. If such is the case, you can steer the conversation back toward your objectives by saying something like "I'm really very interested in (company's name) Mr. Jones and the posibility of working here and if I may, I'd like to find out a little more about just what the job involves..." or "...to explain to you why I believe I'm qualified for this job..."

In any interview situation the manner in which you verbally present yourself is of great significance. The use of poor grammar or slang would be very detrimental to your effect. Use of language is particularly important for those entering any of the business fields. Reticence or shyness in answering questions may be interpreted as indifference. On the other hand too much aggressiveness and an "I can do anything" approach will also impress unfavorably. The brief encounter during the interview may be your only chance to prove that you as a person are more suited to the position than any other applicant.

This is probably the most competitive aspect of the whole job application process. If you keep this in mind; prepare carefully; and accomplish the three main points mentioned earlier, you should be able to consider your interview a successful one.

Goodbye and After

After talking to you, your interviewer may tell you that your qualifications are unsuitable for the position. Or he may indicate that you will be considered along with several other applicants and will notify you.

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within a certain period of time of his decision. Then again you may be fortunate enough to be offered the job at the close of the interview. In any case you should thank him for his time and take your leave courteously and promptly. (Don't wear out your welcome)

Regardless of the outcome of the interview you should review it in your mind as objectively as possible in order to separate the strengths from the weaknesses in your self-presentation.

If you should be fortunate enough to receive more than one job offer as a result of your interviews, keep in mind your long range goals in making a decision. Salary should not be your sole motivation in accepting one position over another. Take into consideration the following:

1. Opportunity for advancement and challenge.
2. Opportunity for furthering your education while you work.
3. The effect this particular work experience may have on future occupational plans.
4. Specific working conditions
5. Fringe benefits.

You may realize after analyzing the various situations that the job offering the lowest beginning pay would be the best choice for this first stage of your long range plan.

Whatever decisions are made, be sure to keep the door open: If you are informed that you have not been hired you may politely inquire as to the reason. Was it a matter of experience? Training? In any case thank the interviewer for his consideration and ask him to keep your application on file in case a position appropriate for you might become available in the future.

By following up on an interview you may realize that the interview was a success but that the job was not offered to you for other reasons. On the other hand you might be able to determine that you were not as effective as you could have been and why. Such information will help you to improve on succeeding interviews. As with most things "practice makes proficient".

Should you decide to accept a particular job offer after several interviews, you should inform the other employers of your decision as soon as possible. If you know you were being seriously considered for another position, you may want to explain your decision. Regardless, your thanks for the interviewer's time and consideration will be appreciated.

Why some people "Lose the Sale"

A survey of local placement offices indicates that a prospective employee's failure to sell himself is most often due to shortcomings in one or more of the following problem areas:

1. Ineffective Personality: Lack of self confidence; uncertainty regarding wants and goals.
2. Lack of Poise: Poor self expression; dependence on slang or jive talk; annoying mannerisms; general awkardness.
3. Lack of Preparation: Failure to investigate the company and its products or services. Lack of knowledge of the nature of the available position.
4. Poor Attitude: Lack of enthusiasm or interest; or too demanding, expecting too much, too fast; or too concerned with security rather than opportunity.
5. Lack of Practicability: Too theory minded; Failure to grasp "nuts and bolts" of the situation.

ACKNOWLEDGMENTS

1. Pamphlet number 4 Working for the U.S.A. (BRE - 37) February 1973. U.S. Civil Service Commission.

2. Application form, courtesy of RCA Corporation, Employment and organization planning division.

Employment Application RCA

Instructions. 1. Type or print in ink. 2. Answer each question fully and accurately; use additional sheet, if necessary. 3. Do not include information regarding race, color, religion, age or national origin. 4. Read application carefully — then sign and date form.

lame (Last – First – Middle Initial) | Maiden Name, if married woman | Social Security Number

ddres[illegible]eet and Number, City, State, Zip Code) | Telephone (Area Code & No.)

ducation (Include All U. S. Military Service Schools, Technical Schools, Business Schools, Etc.)

chool Name and Address	From		To		For Elementary or High School - Circle - Highest Grade Completed. For Other Schools - State Courses Taken and type of Diploma or Certificate Received.
	Mo.	Yr.	Mo.	Yr.	
lementary or High School Last Attended					4—5—6—7—8—9—10—11—12
Other School					
Other School					
Other School					

Describe Type of Work Desired

Experience List all positions held, include all U. S. Military service, summer and part time jobs and All previous RCA Employment. Show most recent employment first. Use additional pages if necessary.

Dates Employed (Month-Year) From To	Employer's Name and Address	
Starting Position and Starting Salary or Rate $ Per	Current or Last Position and Salary or Rate $ Per	
Major Duties	Supervisor's Name and Title	Reason for Leaving
Dates Employed (Month-Year) From To	Employer's Name and Address	
Starting Position and Starting Salary or Rate $ Per	Last Position and Salary or Rate $ Per	
Major Duties	Supervisor's Name and Title	Reason for Leaving
Dates Employed (Month-Year) From To	Employer's Name and Address	
Starting Position and Starting Salary or Rate $ Per	Last Position and Salary or Rate $ Per	
Major Duties	Supervisor's Name and Title	Reason for Leaving
Dates Employed (Month-Year) From To	Employer's Name and Address	
Startin[illegible]sition and Starting Salary or Rate $ Per	Last Position and Salary or Rate $ Per	
Major Duties	Supervisor's Name and Title	Reason for Leaving

RCA 629 (10-70)

Continued on Back of Form

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Dates Employed (Month-Year)	Employer's Name and Address		
Starting Position and Starting Salary or Rate $ Per		Last Position and Salary or Rate $ Per	
Ma[illegible]uties		Supervisor's Name and Title	Reason for Leaving
Dates Employed (Month-Year)	Employer's Name and Address		
Starting Position and Starting Salary or Rate $ Per		Last Position and Salary or Rate $ Per	
Major Duties		Supervisor's Name and Title	Reason for Leaving

List Machines You Can Operate, Licenses, Certificates of Ability, Special Training, Etc.

Date Available	Shift Preference	Will You Work at Night? ☐ Yes ☐ No	How Will You Travel to Work?	Salary or Rate Expected $ Per
Height	Weight	Marital Status ☐ Single ☐ Divorced ☐ Married ☐ Widow(er)	Number of Dependents (Include Yourself)	Ages of Children

Ever Had U. S. Security Clearances? ☐ Yes ☐ No

Now Have U. S. Security Clearance? ☐ Yes ☐ No

If Yes, State Level

If employed, can you submit proof of U.S. citizenship? ☐ Yes ☐ No

If employed, can you submit proof of age? ☐ Yes ☐ No

List chronic ailments and handicaps. If handicapped, indicate percent of disability.

Have you ever been arrested for other than minor traffic violations or court-martialed? Have you ever been denied security clearance? Has your security clearance ever been revoked or suspended?
☐ Yes ☐ No If yes, explain each occurrence.

Give date and reason for all hospitalization within last five years

Names of Relatives Employed by RCA — State Relationship and where Employed

Have You Applied at RCA for Employment Before?
☐ Yes ☐ No If Yes, state where and when

Ever Receive Workmen's Compensation?
☐ Yes ☐ No

References List former supervisors not previously shown or others familiar with your work — exclude relatives

Name	Occupation	Address	Telephone
Name	Occupation	Address	Telephone
Name	Occupation	Address	Telephone

The information on this application is accurate and subject to check by RCA Corporation. I understand the furnishing of any misleading or incorrect information will render this application void and will be just cause for termination in the event of my employment. I hereby give permission to RCA or its duly autho[illegible]d representative to contact any persons or companies named in this application, except my present employer.

Signature of Applicant

Date

PRE-INTERVIEW
PERSONAL ASSESSMENT

1. Those who have worked with me would probably say that I am most skilled at ______________________________

2. My peers or co-workers would say that they like to work with me because ______________________________

3. My peers or co-workers would say that my major occupational weakness is ______________________________
My major social weakness is ______________________________

4. When I try to imagine what I will be doing ten years from now, I see someone who ______________________________

5. I feel it is important to maintain high professional standards in my field because ______________________________

6. The part of my past work or work related record of which I am most proud is ______________________________

7. A specific quality, knowledge or ability that I can bring to this job is ______________________________

8. The people in my field that I most admire have the following special abilities and personal qualities:

____

JOB INTERVIEW RATING SCALE

NAME: ______________________________

RATING SCALE:

Job applying for: __________________
____

- 5- superior
- 4- good
- 3- fair
- 2- weak
- 1- poor

Instructor: ________________________

1. How effective was the interviewees initial impression? (greeting, opening of the interviewer) 1. _____

VERBAL COMMUNICATION:

2. How appropriate was his language for the job situation for which he was applying? (consider effect of dialect, grammar, vocabulary.) 2. _____
3. How competently did he express himself? (consider phrasing, word choice, clarity, and conciseness) 3. _____
4. How much planning was evident for interviewee's responses? 4. _____
5. How appropriate/effective was his use of questions in order to secure information? 5. _____

NONVERBAL COMMUNICATION:

6. What was the effectiveness of his physical presence? (consider such things as gesture, posture, facial expression, etc.) 6. _____
7. How carefully planned and appropriate was the interviewee's visual image? (dress, posture, gesture) 7. _____
8. What was the final impression of his attitude? 8. _____
9. How effective was the interviewee's handling of the close of the interview? 9. _____

Please write at least one helpful suggestion for the student as interviewee: ______________________________
____

___ I would hire   Interviewer: __________________

___ I would not hire   Total Points: __________________

Reasons ______________________________
____

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APPENDIX D

PROPOSAL FOR

THE IMPLEMENTATION OF MINI COURSE 1050

"MARKETING YOUR OCCUPATIONAL SKILLS"

APPENDIX D

PROPOSAL FOR

THE IMPLEMENTATION OF MINI COURSE 1050

"MARKETING YOUR OCCUPATIONAL SKILLS"

The Rationale: Vocational technical students' need for orientation to and preparation for entering the job market is recognized by prospective employers, educators and the students themselves. The need is especially pronounced in business markets due to the necessity for verbal competence. Specifically, the greatest demand is for business technicians who are poised, articulate, and who are able to present an image of confidence and competence - technicians who know what is expected of them in an interview situation. Consequently, as educators we must necessarily be concerned with training our business students how to market their newly developed technical skills.

The Course: As part of a research and development project funded by a federal grant through our State Board of Vocational Technical education, a special mini-course was developed to serve this need for training. In twelve hours of class session the course consists of the following sequence of activities:

1. Job market study
2. Exploration of available placement services and job finding aids
3. Interview with individuals employed in the student's field
4. Filling out an application form
5. Preparation of a mailable resume
6. Company profile: Study of an area business with regard to hiring procedure, benefits, wage scale, etc.
7. Preinterview assessment and individualized counseling and guidance for students with special needs or limited marketability (e.g. due to handicaps, criminal records, health limitations, age, etc.)
8. Interview question and answer practice.
9. Job interview simulation exercises (interviewers are volunteers from local business community)
10. Interview follow up with self critique
11. Actual job application and interview appointment (where feasible)

The instructional package written for the course contains general information on the subject and also comments and data specifically relevant to Indiana. Examples are given of applications and resumes for business technicians in each of the major programs taught at IVTC - Indianapolis.

The instructional approach includes the following:

class discussion
individual conferences
employer interview simulations (video taped)
student conducted interviews

The Implementation: Implementation would be most effective just prior to the student's field project. Since this is a kind of internship, approximating on a limited scale the process of being hired and going to work, the student would undoubtedly be at an advantage having had the mini-course first. For those who are not involved in a field project, the course should logically be placed during one of the last two quarters before graduation.

Ideally, this subject should be inserted into the curriculum of all business programs as a one-credit, 12-contact hour course. If this is not presently feasible, an alternative would be to plan one regularly scheduled hour per week to allow for this training as part of one of the regularly scheduled business courses. If the host course requirements are such that an hour a week cannot be spared, perhaps that hour might be scheduled additionally to the regularly required contact hours, at least until some curricular adjustment can be made. Or, another alternative would be to include this mini-course within the framework of business communications.

APPENDIX E

PROPOSAL FOR
CURRICULAR REVISIONS NECESSARY TO FACILITATE IMPLEMENTATION OF NEW ORAL COMMUNICATIONS COURSE

APPENDIX E

PROPOSAL FOR

CURRICULAR REVISIONS NECESSARY TO FACILITATE IMPLEMENTATION OF NEW ORAL COMMUNICATIONS COURSE

As a result of the research sponsored by federal grant funds through our State Board of Vocational Technical Education, the following has been determined: Specific students' needs must be met for acquiring verbal skills so as to more effectively function within a business environment, to be prepared to meet demands for oral competency on the job, and to enhance one's employability and ultimately - promotability. In order to accomplish these ends and to meet the instructional objectives described in the grant study, the following curricular adjustments are proposed:

1. The Oral Communications course required for business division students should consist of a minimum of 48 contact hours for 3 credits. (Currently - 36 contact hours for 3 credits) In addition, for those students needing special help with verbal development, a minimum of 1/2 hour per week should be arranged for each.

   Rationale· Due to the nature of the learning objectives, in-class activities such as: class interaction, practices, role playing and presentations are of primary importance. The application of principles taught must necessarily take place during contact hours rather than in homework. In testing a 1st draft of these objectives Spring Quarter, we discovered that 1 1/2 hour sessions were simply not adequate.

2. Enrollment per section should be limited to 15 whenever feasible. (We have attempted this at Region 08 this past year and it has facilitated the kind of instructor/pupil interaction so necessary to the objectives, and has encouraged increased individual involvement and growth through practice)

   Rationale: The demonstration and practice of the various concepts of communication require much group interaction - the development of individual confidence through group trust. This is possible only for groups of limited size. In addition, the mathematics of the situation must be considered. At a bare minimum allowance of 15 minutes per student presentation, with (if allowed) four contact hours per week and 15 students, one entire week must be devoted to the first presentation of one single assignment. One must also consider the time needed for lecture, questions, and re-presentation when necessary. (Our new grading system dictates that students may not be failed; consequently, if a student fails to meet a presentational objective, he should be allowed to try again after further instruction or practice.)

3. A Technical Communication course should be pre-requisite. (Currently, most students following the curricular order have taken the course before they enter Oral Communication but it is not listed as a pre-requisite.)

Rationale: The course administrative procedure for Technical Communications includes diagnostic testing to determine students with below minimum reading or writing efficiency levels. Those needing remedial work are scheduled into a developmental course first, then back into Technical Communications. If all students enrolling in Oral Communications will have had Technical Communications first, then all should bring sufficient basic language skills to the course so that they all have the chance to succeed. A student entering the course with less than minimum basic skills is severly handicapped, and preliminary failure in a class where individual vulnerability is so prominent will make futura attempts doubly difficult.

4. Psychology or Human Relations should be taken before Oral Communication whenever feasible. (At present, Human Relations is scheduled either the same quarter as Oral Communications or for a subsequent quarter for all business curricula.)

Rationale: All communication is influenced by individual perception of human nature. Basic concepts of communication are rooted in psychology; therefore, in order to comprehend the former, students should have an understanding of the latter. As Dr. Kathryn Clark comments in her doctoral thesis on Oral Communication: A course in some aspect of social science is desirable preliminary to one in communications so that "content in the communications course could reinforce and amplify these understandings and direct students in putting theory into practical business use."[1]

5. Principles taught in Oral Communications should also be applied in Business Communication. (Currently there is little reinforcement of these principles in Business Communications, undoubtedly because students take the course before they take Oral Communications) In order to accomplish this, Business Communication should be placed in the curriculum subsequent to Oral Communication or at least concurrent with it. After students have mastered the application of basic writing skills (learned in Technical Communications) to business situations, their attention should be turned to the application of basic oral skills (learned in Oral Communications) to similar business situations for a more balanced and realistic practice in business communication.

Rationale: Oral Communications is probably the most important of the many modes of business communication. As such, students should be able to apply the oral communicative techniques they have learned in conjunction with other modes, and should have situational practice in determining relative appropriateness of each mode.

[1] Clark, Kathryn B. Oral Business Communication Needs As A Basis For Improving College Courses Unpublished Doctoral Dissertation p.428 University of Michigan 1968

APPENDIX F

PROPOSAL FOR

SHARED RESPONSIBILITY OF COMMUNICATION SKILLS INSTRUCTION

PREPARED BY BEVERLY SIMONE

APPENDIX F

PROPOSAL FOR SHARED RESPONSIBILITY OF COMMUNICATION SKILLS INSTRUCTION

PREPARED BY BEVERLY SIMONE

The development and refinement of oral communication skills--needed by a business student to be successful in employment--can not be the sole responsibility of speech instructors. Nor can these skills be adequately developed and nutured through the activities of only one course--Oral Communications.. Rather a team of instructors--coming from the areas of Business, Communications, and Social Sciences--must work together to formulate and implement the training activities in which students will engage throughout their college training.

Since oral communication skills are developed and nutured by repeated practice and re-inforced by constructive feedback, it is necessary to have follow up activities thoughout the student's course work. In order to best facillitate this process, it is proposed that the following be implemented:

1. The communications staff meet with the business instructors (one representative per program--ideally the program chairperson) and identify activities in other courses which require oral skills. Once these activities are identified, for example--an oral report, then an evaluation tool will be selected. (The interpersonal and presentational skills assessed in the oral communication class should be evaluated the same as the technical content.) Arrangements will then be made so that both the business instructor and a communications instructor can evaluate the activity. (Video taping could be used.) The student will then receive feedback from both instrutors. The communications instructor will add the evaluative information to the student's file. (In Oral Communications a file will be started on each student. It will contain the diagnostic report as well as the student's progress throughout the course. As additional activities are evaluated outside the oral communications course, these evaluations will be filed. These records will then aid both the instructor and the students, by providing a clearer description of each student's progress. By this evaluative system, a student should be assisted in achieving more consistent success in oral endeavors.)

2. Business Communications will be restructured so that it is not merely a writing course but rather a problem solving environment. Students will be dealing with communication problems that occur in the business world. After studying the necessary input, the student will have to select the most appropriate method for dealing with the problem. Many of the problems will require putting into practice the skills learned in the Oral Communications class. The student will then receive feedback not only from his audience (other party(ies) involved in the problem) but also from his instructor.

3. The mini course, "Marketing Your Occupational Skills" will be scheduled either as a separate course or as part of the expanded Business Communications. In either case the mini course will be given to the student prior to his field study. This will facilitate training the student to conduct himself successfully in his first interview--placement into field study. The business department will co-operate with the communication instructors

by providing professional interviewers, personnel managers, for the Final project of the mini course. The feedback from this outside interviewer plus an analysis of the interview (which will have been video taped) will be used to determine the student's readiness for his first "for real" interview--placement in the field study position. (We realize of course that many IVTC students apply for work throughout their course of studies. Some students will want help in this area prior to 5th quarter. Those students will be served individually by the communications staff. We have elected to place the mini course, however, in the 5th quarter because past experiences have born out that it is, overall, the best quarter for the student to receive this information)

4. During the field study (6th quarter) the business department will arrange for each student to be interviewed by the personnel department of the company in which the student is working. This interviewer will send an evaluation form back to the communications department. After reviewing the evaluation, a communications instructor will hold a conference with each student and dicuss the results of the interview. If additional work in the area of interviewing is indicated, the student will be assigned appropriate materials and rescheduled for another interview.

Although the above lists the shared responsibilities of the business and communication instructors, focus must also be directed upon the area of social science. Since the interpersonal approach to Oral Communications is based on a fundamental understanding of human nature, it is important for students to have exposure to this knowledge prior to entrance into Oral Communications. (Note proposal on Curricular Revisions) It is not enough, however, for only the students to share in interaction with the social science instructors; a working relationship must be established between the instructors in both disciplines (social science and communications) In order to promote this interaction it is proposed that the following be implemented:

1. Oral Communication instructors meet with social science instructors to discuss objectives of the following courses: Human Relations, Applied Psychology, and Oral Communications.

2. After studying objectives of above listed courses, the instructors from both disciplines identify which Social Science objectives need to be re-inforced in the Oral Communications Course.

3. Instructors from both disciplines investigate the feasibility of team teaching some oral activities such as role playing and interviews--on the carpet, probing and performance appraisal. An interdisciplinary approach might be explored.

APPENDIX G

COURSE SYLLABUS

FOR

ORAL COMMUNICATION

SYLLABUS

ORAL COMMUNICATIONS

Course Numbers: 0131 0533 0943 1252
0342 0750 1131 1340

Credits: 3

Contact Hours: 36 (Recommended: 48)

Course Description: Oral Communications is a business oriented course consisting of a study of the basic elements of the communication process. Then based on this fundamental understanding, variations of two types of interpersonal communication are examined: occupational interviews and small group conferences. Finally, the course will focus on types of presentational speaking situations common to the business world: informative briefings and persuasive proposals. In addition, some specialized projects may be assigned to accommodate individual student needs.

Rationale: Man as a social being has an inevitable need to communicate and, further, to be understood. As a technician entering a business field, it will be necessary to understand the nature of the communication process and to possess the skill to utilize that process effectively. With the accelerated pace of business today, the modern trend toward increased emphasis on language skills, and the need for highly efficient human interaction, communicative skills are more necessary and highly prized than ever. As a result, the technician must be trained in these skills in order to function occupationally, and his upward mobility is acutely affected by his relative mastery of these skills.

Instructional Objectives: (Affective and Behavioral)

1. The student should assess his own communicative image and will note strengths and weaknesses. He and the instructor should arrive at an agreement of any specific individual communication needs to be met by the course.

2. The student through a series of practice exercises will improve his speech in prescribed areas.

3. The student should demonstrate his understanding of the concept of language as a dynamic symbolic system. He should, specifically, be able to explain how particular aspects of his self-hood affect his perception and communication.

4. The student should demonstrate his understanding of the communication process and factors which affect it.

5. The student should demonstrate his understanding of encoding and decoding by both definition and practice.

6. The student should demonstrate his ability to comprehend both verbal and non-verbal communication and also his ability to exercise a suitable degree of control over his own utilization both.

7. The student should be able to improve actual message content utilizing the eight techniques described by Nadeau. This improvement should be clearly and increasingly evident in the student's interpersonal communications as well as presentational messages.

8. The student should be able to sharpen the reason in his messages by applying each of the four methods described by Nadeau.

9. The student should demonstrate understanding of the practice of active listening.

10. The student should demonstrate comprehension of the principles and guidelines given for the following, through tests and role-playing exercises:

    --training interview
    --corrective interview
    --performance appraisal interview

11. The student should participate in at least one small group conference, either information-sharing or problem-solving. He should thereby demonstrate his ability to follow the guidelines given for a group leader or group member - as assigned.

12. The student should research and prepare one 4-6 minute informative briefing following given guidelines and utilizing an outline and at least one visual aid.

    Criteria - 2/3 of listeners will be able to reconstruct main points of presentation.

13. The student should research and prepare one 6-8 minute persuasive proposal following given directions and guidelines, utilizing an outline and at least one visual aid.

    Criteria - 2/3 of listener group will concur with definition of problem or will agree with proposed solutions.

14. The student will satisfactorily complete any individually assigned exercises and projects.

Instructional Strategy

The following strategies and their proportionate use are to be employed in this course:

Lecture	15%
Discussion	45%
Student presentational activities	40%
	100%

Audio Visual Aids and Supplementary Materials:

1. Videotape: "The Message Is You" (Indiana Vocational Technical College)

2. Films: *Anatomy of a Presentation* - (Roundtable Films, Inc.)
   Conflict - Parts I and II - (Roundtable Films, Inc.)
   Listen, Please - (B N A Films, Inc.)
   Meanings Are in People - (B N A Films. Inc.)
   Meeting In Progress - (Roundtable Films, Inc.)

3. Indiana Bell materials on Telephoning:

   -- Multi-media Unit: "Thank You, Please Call Again"
   -- Business Phone Trainer

4. "Non-verbal Communication" resources package for Instructors (National Textbook Company)

5. Oral Communication Project Packages:

   -- "Telephone Field Project"
   -- "Training Interview Project"
   -- "Persuasive Proposal Project"

Textbook

Nadeau, Ray E., Speech Communication: *A Career Education Approach*, Addison-Wesley, 1974.

References:

The following publications should provide valuable resource material for lectures and supplemtary course activities:

General Reference

Wiseman, Gordon and Larry Barker
Speech - Interpersonal Communication. New York: Chandler Publishing Co., 1974.

A good section on guidelines for communication evaluation. A series of helpful appendices including lists of suggested topics for various presentational situations.

Non-Verbal Communication

Eisenberg, Abne M., and Ralph R. Smith, Jr. *Non-Verbal Communication* Indianapolis: Bobbs-Merrill Co., Inc., 1971.

One of the first general treatments of the literature of non-verbal communication. The book describes a series of exercises which should provide useful ideas for classroom activities designed to heighten awareness of and control over elements of non-verbal communication.

Interpersonal Communication

Anastasi, Jr., Thomas E. Communicating for Results. Menlo Park, California: Cummings Publishing Co.

Chapter II gives some interesting insights into the effects of communication on people. Chapter VIII gives some general guidelines for improving listening skills.

Group Communication

Hasling, John. Group Discussion and Decision Making. New York: Thomas Y. Crowell Co., 1975.

The book focuses on the "task group": the dynamics of interaction how to prepare for and conduct a meeting and how to reach conclusions. Chapter X discusses specifically how to evaluate a group discussion.

Listening

Myers, Gail E. and Michele Tolela Myers. The Dynamics of Human Communication, A Laboratory Approach. New York: McGraw-Hill Book Co., 1973.

Contains a thoughtful collection of case problems for role playing and some excellent activities and projects for intra- and inter-personal communication. Deals rather thoroughly with problems of poor listening and approaches to more effective listening.

Mills, Ernest Parker. Listening: Key to Communication. New York: Petrocelli Books, 1974.

Aimed at those engaged in professional and managerial jobs, the book "explains the complexities of listening so that they may be easily understood and provides a method of adequately dealing with them". (Mills, p. IX)

Speech Mechanics

Peacher, Georgiana, P.H.D. How to Improve Your Speaking Voice. New York: Harper & Row, 1960. 2nd Ed.

A collection of practice materials for the improvement of voice and articulation organized around the phonetic and acoustic features of speech. It also contains a diagnostic inventory for adults.

Presentational Speaking

Price, Stephen S. Business Ideas; How to Create and Present Them. New York: Harper & Row, 1967.

"A training program for businessmen on how to think creatively, develop ideas, and express themselves with confidence in speeches and informal talks." Twenty-five Ways to Improve Thinking Results. Barriers to Straight Thinking. Thirty Ways to Think and Speak on Your Feet.

Uris, Dorothy. *Everybody's Book of Better Speaking*. New York: David McKay Co., 1960.

A comprehensive stimulating book that not only explains the whys of speech but also a personal speech manual which pinpoints individual faults and prescribes specific prescriptions for improvement. One unique feature is a chapter "For Women Only".

Wilcox, Roger P. *Oral Reporting in Business and Industry*. Englewood Cliffs, N.J.: Prentice-Hall, 1967.

Emphasis is on the critical factor of listener understanding as the basis for successful oral reporting. It also presents methods for achieving this understanding.

Dickens, Milton and James H. McBath. *Guidebook for Speech Communication*. New York: Harcourt Brace Jovanovich, Inc., 1973.

A clear concise treatment of basic types of presentational speaking including examples, critique forms. The book also discusses some specialized types of public communication and techniques for organizing and developing ideas.

Communication in Organizations

Sathre , Freda S., Ray W. Olson and Clarissa I. Whitney. *Let's Talk*. Glenview, Illinois: Scott Foresman and Co., 1973.

The primary concern of this text is how communication affects people's relationships. The final chapter is a particularly interesting examination of communication flow and characteristics within organizational structure.

APPENDIX H

DIAGNOSTIC TESTING PROCEDURES FOR STUDENTS ENROLLED IN ORAL COMMUNICATION:

Part I.

Introduction to Diagnostic Testing

Procedure For Diagnostic Testing

Diagnostic Exercises

Information on Self Appraisal

Part II.

Introduction to Simplified Diagnostic Testing

Simplified Procedure For Diagnostic Testing

Simplified Diagnostic Exercise

PREPARED BY

BEVERLY SIMONE

DIAGNOSTIC TESTING

PART ONE

INTRODUCTION TO
DIAGNOSTIC TESTING
FOR
ORAL COMMUNICATION STUDENTS

I. Rationale: In order for students enrolled in an oral communications course to receive the maximum results from this course of study, it is necessary for each student to become familiar with his own vocal and physical delivery. After overcoming the initial shock of first listening to his voice and viewing his physical performance, the student can begin to assess his own unique skills. Through a series of test exercises, self-appraisal forms, and an interview with the instructor, each student will determine whether or not his skills should be improved and in which areas. With consultation from the instructor the student will be able to determine a course of improvement.

II. Purpose: The purpose of the diagnostic testing is to:

1. Determine general impression of speaking manner.
2. Determine voice quality, pitch, volume, and speed.
3. Determine enunciation skills.
4. Determine articulation skills.
5. Determine language flexibility.
6. Determine general physical appearance and attitude during interview.

III. Methodology: During the second week of the quarter each student enrolled in an oral communications course will audio tape a series of 5 exercises. The student will then critique his own performance prior to submitting his audio recording to the instructor. The instructor will then appraise the student's work and meet with him in an interview session. This session will be video taped and viewed by both the instructor and student prior to final assessment. (See Procedure for Diagnostic Testing)

PROCEDURE
FOR DIAGNOSTIC TESTING
OF
ORAL COMMUNICATION STUDENTS

I. General Directive: This procedure will be followed by all students enrolled in an Oral Communications class and all instructors teaching oral communications.

II. Itemized statement of duties for instructors.

1.0 Each instructor teaching a course in Oral Communications (O.C.) is responsible for seeing that all his O.C. students have taken the diagnostic test, their recordings have been evaluated and an interview has been held.

1.1 Instructor acquaints all students with purpose of diagnostic test and procedure for testing.

1.2 Instructor demonstrates how students are to use audio taping studio.

1.3 Instructor sees to it that all students are scheduled for testing during 2nd week of quarter.

1.4 Instructor evaluates students' audio tapes and self evaluation forms.

1.5 Instructor schedules each student for an interview.

1.6 Instructor interviews each student. Questions are addressed to the following topics:

a. What student hopes to achieve thru O.C. class -- goal identification.
b. How student evaluates his verbal self appraisal -- skill self-assessment.
c. What previous speech training student has had -- previous experience.
d. What concerns student has regarding oral communications class -- hang-up areas.

1.7 Instructor views video tape with student and makes assessment of student's performance.

1.8 Instructor helps student in selection of self-improvement program, if necessary.

1.9 Instructor writes report on each student's behavior and skill as indicated through diagnostic test and places information in student's file.

III. Itemized statement of duties for students.

2.0 Each student taking a course in Oral Communications is responsible for participating in all components of the diagnostic procedure -- exercises, critiques, interviews, conference.

2.1 Student takes part in orientation session. This session will cover the "why's" of diagnostic testing, the "how's", and the "where's".

2.2 Student learns how to operate basic equipment in audio studio.

2.3 Student schedules time for diagnostic testing.

2.4 Student performs exercises 1-5 of Diagnostic Testing.

2.5 Student listens to self-audio tape on exercises 1-5 and fills out appropriate self-appraisal forms.

2.6 Student submits audio tape and self-appraisal forms to instructor.

2.7 Student schedules time for interview with instructor.

2.8 Student prepares for interview by studying and thinking about topics to be discussed.

2.9 Student meets with instructor at scheduled time for interview.

2.10 Student cooperates with instructor during interview.

2.11 Student views video tape with instructor and makes self appraisal.

2.12 Student decides, with guidance of instructor, whether or not a program of self improvement should be initiated.

(If program is recommended, student will select areas of concentration and begin program of exercises.)

2.13 Student does final self assessment and records in personal log for reference purposes throughout quarter.

2.14 Student begins Program of Self-Improvement, if required or desired.

Diagnostic Exercises

Objectives:

You will perform a series of five vocal exercises. You will do a self-analysis of your own voice by using the critique sheets provided in your Student Package.

Directions:

1. Read carefully the directions given with each exercise.
2. Perform each exercise as well as possible. (Tape each performance.)
3. Listen to the tape of your recorded exercises. (If you have never heard a tape of your own voice, play the tape several times before filling out the critique sheets.)
4. Fill out the appropriate critique sheet for each exercise.
5. Turn in your audio tape and your critique sheets to your instructor.
6. Set an appointment for a conference with your instructor.
7. Appear for your scheduled conference at appointed time and place.

Exercise 1

GENERAL IMPRESSION OF YOUR SPEAKING MANNER

Objective:

You will record yourself talking about any one of the following topics for 3 - 5 minutes.

Directions:

Choose any one of the following topics.
Think about the topic for a few minutes and jot down any notes.
Turn on the tape recorder.
Talk about your chosen topic for 3 to 5 minutes.
Turn off the tape recorder.
Do Exercise #2.

Topics for Talk:

Why I Chose IVTC For My College Training
If I Had My One Wish...
_______________ Can Be Fun
My Favorite _____________ Is...
My Goal In Life
What I Want To Learn From Oral Communications

Critique Sheet

Exercise #1

Directions:

Listen carefully to your recording of Exercise #1. Then rate yourself by checking the appropriate adjectives that best describe your speaking manner.

After listening to my recording of Exercise #1, I would describe my general manner of speaking as:

___ Relaxed	___ Nervous
___ Self-assured	___ Self-conscious
___ Natural	___ Phony
___ Warm, friendly	___ Cold, indifferent
___ Pleasant	___ Irritating
___ Fluent	___ Hesitant
___ Interesting	___ Monotonous
___ Clear, easy to understand	___ Garbled, hard to understand

Exercise 2

VOICE QUALITY, PITCH, VOLUME, SPEED

Objective:

You will record your reading of any one of the following selections.

Directions:

Pick any one selection to record.
Read the selection silently prior to recording.
Record your reading of the selection.
Do Exercise #3.

Selections To Read:

1. You Can't Tell A Rock Fan By Their Cover
2. Suicide

PAGES 99 THROUGH 103 CONTAINING TWO EXCERPTS,
"YOU CAN'T TELL A ROCK FAN BY THEIR COVER" AND "SUICIDE,"
FROM THE BOOK *PERSON TO PERSON: AN INTRODUCTION TO SPEECH COMMUNICATION*
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Critique Sheet

Exercise #2

Directions:

Listen carefully to your recordings in Exercise #2. Then appraise your reading voice by checking the adjectives that best describe your voice as reflected in this exercise.

After listening to my recording of Exercise #2, I recognize the following faults in my vocal delivery:

Quality

___ Breathy
___ Gaspy
___ Pushy
___ Unsupported
___ Nasal
___ Metallic
___ Thin
___ Jerky
___ Husky
___ Hoarse
___ Flat
___ Unresonant

Pitch

___ Too Low
___ Too High
___ Monotonous
___ Uncertain
___ Strident

Volume

___ Too Soft
___ Too Loud
___ Muffled
___ Weak
___ Fading
___ Forced

Speed

___ Too Slow
___ Erratic
___ Too Fast
___ No Variance
___ Dragging

Exercise 3

CLEAR ENUNCIATION

Objective: You will record a series of sentences in order to assess your enunciation of sixteen vowel tones.

Directions: Turn on the tape recorder.
Read each of the following sentences as clearly as you can and with your best voice production.
Turn off recorder.
Do Exercise #4.

Vowel Sound	Phonetic Symbol	Vowel Sentences
ee as in "eat"	[i]	1. Tom will eat green beans for dinner. After eating, he will read to me.
ay as in "say"	[eɪ]	2. Mamie stayed and played ball in a way that Lanie never could.
a as in "mat"	[æ]	3. Dad will catch cold if he does not wear his tan hat. The black cat hid in the ashes.
aw as in "walk"	[ɔ]	4. The audience applauded the author. I always take long walks in the autumn.
ah as in "want"	[ɑ]	5. Tom wants to be a farmer like his father. Are you taking art?
oh as in "so"	[oʊ]	6. Joe will go home to ride his pony. Don't throw snow at Moe as he has a cold.
oo as in "do"	[u]	7. Is it true that the school was closed because of flu? Soon I will undo my boots and wade in the pool.

Vowel Sound	Phonetic Symbol	Vowel Sentences
yoo as in "use"	[ju]	8. Although the church was huge there were few pews left when we arrived. Sally was cute in her youth; as an adult she is a beauty.
eye as in "line"	[aɪ]	9. I will sky dive at five. The guide will find the island in time.
ow as in "down"	[aʊ]	10. The cleaners will have Sue's brown outfit cleaned within the hour The flowers at our house are the envy of the town.
oy as in "toy"	[ɔɪ]	11. Roy and the other boys enjoy playing with toy soldiers. The coin made a noise as it dropped to the floor.
e as in "egg"	[ɛ]	12. Mr. Smith told them that the engine was in excellent condition. Get Pen to help you enter the race.
i as in "big"	[ɪ]	13. If it is in the index, you should be able to give him the information.
oo as in "foot"	[ʊ]	14. Mrs. Smith keeps her cook books in a nook in her kitchen. Would you walk to the brook with me?
uh as in "bun"	[ʌ]	15. My uncle has a puppy who loves to run.
uh as in "her"	[ɝ]	16. Ernest urged the girl to leave the burning church.

Critique Sheet

Exercise #3

Directions:

Listen carefully to your reading of the sentences in Exercise #3. Place a check in the appropriate column for each series of vowel sounds.

	1 ee	2 ay	3 a	4 aw	5 ah	6 oh	7 oo	8 yoo	9 eye	10 ow	11 oy	12 e	13 i	14 oo'	15 uh
1. Clear, Distinct		^													
2. Distorted, Indistinct															
3. Accurate															
4. Over Emphasized															
5. Produced with Ease															
6. Pressured from Throat															
7. Full, Rich															
8. Abrupt, Nasal															
9. Level, Stable															
10. Wavering															
11. Drawled															
12. Long Enough (Vowels 1-11)															
13. Too Short (Vowels 1-11)															
14. Short Enough (Vowels 12-15)															
15. Too Long (Vowels 12-15)															

Exercise 4

DISTINCT ARTICULATION

Objective:

You will read a series of sentences in order to assess your production of consonants.

Directions:

Turn on the tape recorder.

Read the following sentences (Do not read questions in parentheses.)

Turn off tape recorder.

Do Exercise #5.

Sentence Exercises:

The Final "T's" and "D's":

1. Did David hide under the bed?
2. He cut his food with his left hand.
3. It was great to be first in line instead of last.
4. Dad put Sally to bed.

The Liquid "L":

5. Small children fall often.
6. Lee makes a living coaching football.
7. The doll has yellow hair.
8. The village is quite small and still.

The Good "S":

9. Sam saw Sally working at the store.
10. Why do you look so serious?
11. Is Susan going to science class today?
12. The show was so good that Sonny saw it twice.

The Good "R":

13. It is perfect weather for a picnic.

14. The pouring rain made a strange sound on the trailer.

15. Robert and Terry are going to find wood for the fire.

CRITIQUE SHEET
EXERCISE #4

Directions: Listen to your recording of the following groups of sentences. After each grouping turn off the tape recorder and answer the corresponding question(s) on this sheet. If you are unsure of how you produced certain sounds, read the sentences aloud.

1. The Final T's and D's

Listen carefully to your recording of each of the following sentences: Circle any T's or D's that you omitted.

Did David hide under the bed?

He cut his food with his left hand.

It was great to be first in line instead of last.

Dad put Sally to bed.

2. The Liquid L

Listen carefully to your pronunciation of the "L" sound in the following two sentences. Is your tongue lazy? __yes__no Does your tongue tip make contact with the bump behind your teeth every time an "L" is produced? __yes__no (Say these sentences again if you're unsure.)

Small children fall often.

Lee makes a living coaching football.

The doll has yellow hair.

The village is quite small and still.

3. The Good "S"

As you listen to sentence 11, circle any "S's" that are omitted. Do you lisp even a little? __yes__no Circle any sounds you "unvoiced." You should be able to feel vibration against your teeth as you produce these sounds.

Sam saw Sally working at the store.

Why do you look so serious?

Is Susan going to science class today?

The show was so good that Sonny saw it twice.

4. The Good "R"

While listening to sentences 13-15 circle any "R's" that are garbled. Place a W over any R where you've substituted the W sound for the R sound. To produce a good "R" you should bring your lips forward a little and feel a slight vibration up front in your mouth.

It is perfect weather for a picnic.

The pouring rain made a strange sound on the trailer.

Robert and Terry are going to find wood for the fire.

Exercise 5

FLEXIBILITY OF LANGUAGE

Objective:

You will record yourself talking about one of the following topics for 2-4 minutes to two different audiences.

Directions for Presentation I:

In the following presentation you will be addressing a small group of junior high school students.

___ Select a topic from the list below.
___ Think about the topic for a few minutes and write down notes.
___ Record you presentation (2-4 minutes.)
REMEMBER YOUR AUDIENCE'S AGE, INTERESTS, LANGUAGE, ETC.
___ Turn off the tape recorder and follow the directions for Presentation II.

Topics for Talk:

Life Can Be Fun
Americans Need to Become Physically Fit
Ways to Spend Your Leisure Time
Marriage in Society Today
How to Lose Weight and Remain Sane
Sports

Directions for Presentation II:

In the following presentation you will be talking to a group of businessmen ages 23-65.

___ Using the same topic selected for Presentation I, prepare a 2-4 minute speech for your new audience.
___ Think about your topic and jot down notes as needed.
___ Tape your presentation.
___ Turn off the recorder and read Information on Self Appraisal.

CRITIQUE SHEET

Exercise 5

Directions:

Listen carefully to your two presentations on a selected topic. Then answer the following questions regarding your performance.

1. Did your approach to your topic change according to your audience? ___yes ___no
2. Did the language you used change from Presentation I to Presentation II? ___yes ___no
3. Were the examples and illustrations cited in both presentations the same? ___yes ___no
   If "yes" were they appropriate for both audiences? ___yes __no
   If "no" why did you use other examples or illustrations.

4. Were you more afraid to talk to one audience than the other? ___yes ___no
   If "yes" which audience did you least want to talk to and why?

INFORMATION
ON
SELF APPRAISAL

At this point you should have just completed five vocal exercises. Perhaps it seems that your job is done. Well . . . it's just beginning. As explained earlier these exercises were not designed to:

1. see how frustrated you could get.
2. keep you busy.
3. look impressive or be oppressive.

Rather, they were designed to give you and your instructor a chance to appraise where you are now in your verbal skills development.

In order to asses your skills you will need to listen very carefully to each recorded exercise and fill out the corresponding critique sheet. Don't become distressed at how you sound. *REMEMBER:* YOU ARE HERE TO IMPROVE YOURSELF. Be fair in your criticism of yourself. Answer all questions or check the phrases as honestly and completly as possible. If you have additional information or questions regarding your performances--not covered on the critique sheets--feel free to write on the back of the appropriate critique form. *REMEMBER:* THIS IS NOT A TEST BUT A BEGINNING IN SELF-ASSESSMENT.

After finishing all five critique sheets, please turn them and your audio tape in to the instructor. Sign up for a conference and

HAVE A HAPPY DAY!!!

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DIAGNOSTIC TESTING

PART TWO

Introduction to Simplified Diagnostic Testing for Oral Communication Students

It was stated in Clark's study on Oral Business Communication Needs that "Special training, individualized on the basis of a diagnostic speech inventory, should provide help in improving such elements of vocal effectiveness as voice quality, enunciation, and voice projection."[1] With this premise in mind, we set out to locate, adapt or construct a diagnostic speech inventory. After researching what a diagnostic inventory should be able to identify and examining several, a series of audio and video exercises were developed. (See Part I for the description, procedure and exercises.) Although this appears to be a valid tool for our needs, it was noted that realistically this inventory was too exhaustive for the time presently scheduled for Oral Communications. Therefore, a simplified procedure was constructed. (See Part II for procedure and exercises.

The success of either procedure ultimately hinges upon the skill of the instructor in diagnosing problem areas, the availability and quality of resource materials used to correct deficiencies, and the committment of the student to his self=improvement program. Since the time frame of this grant did not provide for the location or development of resource materials keyed to the diagnostic inventory, this phase of development will become an on-going objective of the communications department.

I. Rationale:

In order for a student enrolled in an oral communications course to become a more effective communicator, he must become familiar with his own vocal and physical delivery.

II. Purpose:

The purpose of this test is:

To provide an initial assessment tool by which a student and his instructor may evaluate the student's skill and plan a program for self-improvement.

III. Methodology:

During the second or third week of the quarter, the instructor will arrange for each student to give a 3-5 minute speech. This speech will be video taped.

---

[1] Clark, K.B. Oral Business Communication Needs As A Basis For Improving College Courses, University of Michigan, 1968,

The instructor will critique the student's performance but save comments until the scheduled conference. The student will -- outside of class -- make arrangements to view his tape three times. First, listening only to the sound. Second, viewing the physical delivery without sound. Third, reviewing the tape with both video and audio. During and/or after viewing, the student will fill out a self-appraisal form. This form will be submitted to the instructor during the scheduled conference. (See Simplified Procedure For Diagnostic Testing for additional clarification.)

Simplified Procedure
for
Diagnostic Testing
of
Oral Communication Students

I. General Directive: This procedure will be followed by all students enrolled in an Oral Communications class and all instructors teaching Oral Communications.

II. Itemized statement of duties for instructors:

1.0 Each instructor teaching a course in Oral Communications (O.C.) is responsible for seeing that all his O.C. students have taken diagnostic testing, their recordings have been evaluated and an interview has been held.

1.1 Instructor acquaints all students with purpose of diagnostic test and procedures for testing.

1.2 Instructor arranges class time during 2nd or 3rd week of quarter for diagnostic exercises. (Unless the class is large this could be achieved in a two hour session.)

1.3 Instructor provides students with list of suggested topics for diagnostic exercise--preferably one class session prior to taping of exercise.

1.4 Instructor video tapes each student's exercise and fills out critique form.

1.5 Instructor arranges conference with each student. During conference, instructor discusses with student the following topics:

a. goal identification -- what student hopes to achieve thru O.C. class.

b. previous experience -- course work and/or activities engaged in in area of oral communications.

c. self-appraisal -- student's appraisal of diagnostic exercise.

1.6 Instructor helps student select appropriate program of self-improvement, if needed.

1.7 Instructor writes report on each conference indicating student's skill level and goals. This report is maintained in student's file in O.C. office.

III. Itemized statement of duties for students.

2.0 Each student taking a course in oral communications is responsible for participating in all components of the diagnostic procedure -- exercise, critique, and conference.

2.1 Student takes part in orientation session. This session will cover the "why's" of diagnostic testing, the "how's", and the "where's".

2.2 Student selects a topic for video exercise and prepares prior to video taping.

2.3 Student performs oral exercise in class on date appointed by instructor.

2.4 Student views video tape of his diagnostic exercise and completes critique form.

2.5 Student meets with instructor for scheduled conference.

2.6 Student decides, with guidance of instructor, wether or not a program of self-improvement should be initiated.

(If program is recommended, student will select areas of concentration and begin program of exercises.)

2.7 Student does final self assessment and records in personal log for reference purposes throughout quarter.

2.8 Student begins Program of Self-Improvement, if required or desired.

Exercise

GENERAL IMPRESSION OF VOCAL AND PHYSICAL DELIVERY

Objective:

You will speak extemporaneously on a chosen topic in class for 3-5 minutes.

Directions:

Choose any one of the following topics.
Jot down notes and/or an outline on the topic.
DO NOT WRITE OUT A SPEECH.
Rehearse what you will say prior to video taping.
Report to class for your scheduled taping.
View the Video tape three times.
Complete self-appraisal form.

Topics for Talk:

My Most Embarrassing Moment
Why I Chose IVTC For My College Training
If I Had One Wish...
__________ Can Be Fun
My Favorite _______ Is...
My Goal(s) In Life
What I Want To Learn From Oral Communications

Self-Appraisal
of Vocal and Physical Delivery

After viewing your video tape at least three times, rate yourself by checking all adjectives that apply.

1. Describe the way you sound:

____ relaxed
____ self-assured
____ natural
____ warm, friendly
____ pleasant
____ interesting
____ clear, easy to understand

____ nervous
____ self-conscious
____ phony
____ cold, indifferent
____ irritating
____ monotonous
____ garbled, hard to understand

2. Describe your vocal speed:

____ slow, hesitating
____ comfortable, easy for listeners to follow
____ too fast

3. Describe the way you move:

____ smoothly
____ too casually
____ nervously

____ awkwardly
____ too stiffly
____ no movement

4. Describe the way you look:

____ interested in subject
____ enthusiastic
____ poised, self confident

____ bored with subject
____ scared
____ awkward, nervous

Having completed the above general check list, further analyze your speech by completing the following:

1. List any gestures or movements that were distracting:

________________________ ________________________

________________________ ________________________

2. List any words or phrases used too frequently:

________________________ ________________________

________________________ ________________________

________________________ ________________________

3. What is your strongest asset in speech?

4. What do you most want to change about you speech delivery?

APPENDIX I

ORAL COMMUNICATION

PROJECT PACKAGES:

1. "Telephone Field Project"
2. "Training Interview Project"
3. "Persuasive Proposal Project"

LEARNING RESOURCES CENTER
IVTC
INDIANA VOCATIONAL TECHNICAL COLLEGE

ORAL
COMMUNICATION

ADVANCED TELEPHONING PROJECT PACKAGE

Directions: (Check each step as you complete it)

___ 1. Read Bell pamphlet on Telephone Techniques, provided by instructor.

___ 2. Participate in class role-playing exercises with Teletrainer.

___ 3. Obtain office assignments from instructor.

___ 4. Report to assigned office project supervisor to arrange schedule.

___ 5. Obtain information for "Orientation Information" form, fill out, and submit to course instructor.

___ 6. Report to office each day at scheduled times; keep complete log.

___ 7. Tape record minumum of six calls during project. Audio cassette and recorder can be checked out at AV room in library.

___ 8. Have project supervisor write comments in space provided.

___ 9. At end of project period submit the following to course instructor:
-- cassette tape of recorded calls
-- completed log and supervisor's comments sheet

PROJECT SPECIFICATIONS:

1. Student must be at assigned office and responsible for screening all incoming calls for a minumum of 5 hours.
2. Student will maintain a log recording all calls.
3. Student will Tape record at random a minumum of 6 phone calls.

August 1975

ORIENTATION INFORMATION

for

TELEPHONING PROJECT

NAME:________________________ DATE:________________________

PROJECT SUPERVISOR:____________________________________

1. How should the phone be answered?____________________________
____

2. On the chart given on the following page record pertinent information for each individual who regularly receives calls on this extension. Ask each individual if there are any "special instructions" with regard to screening his calls and record notes in the space provided. In the section marked "information" include notes on special areas of responsibility, for future reference (e.g. "handles all scheduling," "advises students A through K" etc.)

NAME	TITLE	OFFICE HOURS	SPECIAL INSTRUCTIONS	INFORMATION

What kinds of information might you be expected to have when answering calls?

____

____

____

4. Do you have a directory of referral numbers? __________
Do you know how to use it? ________

5. Explain how to transfer a call on this system. ________

____

____

6. Explain the office's procedure for placing and billing long distance calls.

____

____

____

7. Explain the office's procedure for taking phone messages.

____

____

____

8. What should you do if you have to leave the phone area for more than a few minutes?

____

____

____

ADVANCED TELEPHONING PROJECT LOG

(Attach as many extra sheets as needed following the format below for each hour and include information below for each call)

DATE: ______________________________ TIME IN: __________

SUPERVISOR'S SIGNATURE: ________________________ TIME OUT: _________

Hour: (1st, 2nd, etc.) Calls:

1. Time of call: ________________________________

Name of Caller: _____________________________

Affiliation: ________________________________

Person called: ______________________________

Disposition of the call (ie: how it was handled: message taken, transferred, put through, info given, etc.)

____

____

Comments: (Special Problems, etc.) _________________________

____

Hour: 2. Time of call: ________________________________

Name of Caller: _____________________________

Affiliation: ________________________________

Person called: ______________________________

Disposition of the call (ie: how it was handled: message taken, transferred, put through, info given, etc.)

____

____

Comments: (Special Problems, etc.) _________________________

____

(use additional paper following above format)

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SUPERVISOR'S COMMENT SHEET

To the project supervisor:

Please comment below on your impression of the student's performance for this project with regard to:

__ Ability to follow directions:

__ Poise:

__ Initiative:

__ Strong Points:

__ Suggestions for Improvement:

Signature: ______________________________

Date: ______________________

LEARNING RESOURCES CENTER

IVTC
INDIANA VOCATIONAL TECHNICAL COLLEGE

ORAL COMMUNICATION

TRAINING INTERVIEW PROJECT

DIRECTIONS:

___ 1. Choose some operation or process with which you are familiar. (see pp. 125-126 of text for suggestions.) It should be one you can communicate in 3 - 5 minutes.

___ 2. Decide on the type of situation in which you visualize your training interview taking place:
a) One to One - you would be training a new employee.
b) One to One - you would be training an established employee who has been promoted or transferred to your department from another.
c) One to One - you would be instructing a client (ie: on some company procedure which applies to him)
d) One to a Group - you would be conducting a training session for a group of 5 to 15 new employees.

___ 3. Formulate an objective for the training interview. (The intended result).

Example Objectives:
a) "The trainee should be able to operate the Xerox duplicating machine 2400 on his own, making both regular and special document copies."
b) "The trainee should be able to follow company billing procedure for a test case which I will give him."

___ 4. Make notes on the main points you will need to communicate.

___ 5. Plan what models, instruments, charts, papers or any other visual aids which you could or should utilize to clarify points or reinforce your listener's comprehension.

___ 6. Determine how you will solicit the necessary feedback from your listeners in order to gauge their grasp of your message. (e.g.: By asking questions, giving sample problems to be worked out, having individual go through the operation himself, etc.)

___ 7. Fill out the attached form and outline.

___ 8. Practice your training presentation on someone as many times as necessary until you are satisfied with the results. (Remember your 3-5 minute time limit.)

___ 9. Give your presentation in class.

___ 10. On the attached form, write a paragraph describing kinds of trainee feedback you observed and comment on the strengths and weaknesses of the training interview as a whole. Why do you feel you were or were not successful? What could you have done to improve the training interview?

TRAINING INTERVIEW PRESENTATION

NAME:

DATE:

1. DESCRIPTION OF THE TRAINING SITUATION:

2. TRAINING OBJECTIVE:

3. DESCRIPTION OF VISUAL AIDS TO BE USED:

4. TOPIC OUTLINE OF MAIN POINTS TO BE MADE (OR STEPS TO BE TAKEN).

5. ANALYSIS OF LISTENER FEEDBACK AND RELATIVE EFFECTIVENESS OF TRAINING INTERVIEW:

ORAL
COMMUNICATION

PERSUASIVE PROPOSAL PROJECT PACKAGE

OBJECTIVE: The student will research and prepare one, 6-8 minute persuasive proposal following given directions and guidelines utilizing an outline and at least one visual aid.

DIRECTIONS FOR PROJECT PREPARATION:
Check each step as you complete it.

___ 1. Read Chapter 12 of text.
___ 2. Choose a topic for your proposal, for ideas, check list of suggested topics given on p.p. 3 and 4 of this project package.
___ 3. Discuss your topic approach with instructor.
___ 4. Complete "Preparatory Notes and Outline" on form given p.p. 5-7 of this project package and submit to instructor for approval.
___ 5. Prepare at least one visual aid according to guidelines in Chapter 11.
___ 6. Have visual aids approved by instructor.
___ 7. Practice, using audio or video tape if possible, until you are perfectly confident of your presentation.
___ 8. Follow specific directions for presentation day, (given on the following page of this project package.)

PROJECT SPECIFICATIONS:

* Presentation must be within 6-8 minute time period, not including questions/discussion.

* At least one visual aid must be utilized.

* Notes must be limited to one 3x5 card.

* Speaker may not use a lectern or podium.

* Speaker will arrange room as appropriate to presentation.

* Speaker should dress appropriately for intended presentation situation.

Note: Presentations must be given a scheduled. Should the student cause presentation to be rescheduled, grade will be lowered one point for each day of delay.

August 1975

DIRECTIONS FOR PRESENTATION:

___ 1. Set up room including visuals and appropriate seating arrangement -- ahead of presentation time.

___ 2. Submit preparatory notes and outline form to instructor.

___ 3. Give listener description orally:

   - age range
   - identifiable characteristics (ie: occupation, interests, background, common beliefs, prejudices, needs, etc.
   - predisposition toward proposal
   - your relation to listeners (do they know you? If so, how?)

___ 4. Give presentation.

___ 5. Conduct question/discussion session. (Have some questions of your own to draw out reactions.)

___ 6. Write a thorough analysis of your presentation and listener reception/feedback. Did they all listen attentively? If you "lost" listeners, at what point and why? Did you achieve your specific objective? Explain. What were the strong points of your presentation? The weak points? Specifically, how could it have been improved?

___ 7. Submit analysis to instructor by the end of the day.

___ 8. Make an appointment to view video tape.

___ 9. View video tape and fill out critique, then compare with instructor's critique, and discuss any serious discrepancies.

___ 10. If required by instructor, arrange for a re-presentation.

LIST OF SUGGESTED TOPICS FOR PERSUASIVE PROPOSALS

REAL TOPICS

Getting and developing your idea is probably the most difficult part of this project. Be careful to select a topic area of which you are knowledgeable -- one for which you know you can find necessary information. Then develop it into a proposal you really believe in and can prove or support with sufficient data. Have an objective in mind when you decide on a specific proposal: What's the planned result of your presentation? What specific action on the part of the listeners?
(may be presented for extra credit before listener groups for whom proposal has actual relevance)

___ New Cafeteria System For IVTC Students
___ How Students Can Help IVTC Receive Full Accreditation From North Central
___ D.P. Program Must Be Re-Organized
___ Quarter Vacations Must Be Longer
___ The Student Senate Should Be Re-Organized
___ Student Senate Funds Should Be Spent To ______________
___ Students Should Not Eat Or Drink In The Classrooms
___ A ____________ Club Should Be Formed At Ivy Tech
___ Student Spirit Should Be Improved
___ Oral Communications Should Be Required Of ALL Business Students
___ Oral Communications Should Be An Elective
___ IVTC's Image Needs Improvement
___ The Field Study Program Should Be Changed
___ The IVTC Basketball Team Should Be Supported By Student Funds (Attendance at games, etc.)

TOPICS FOR MANUFACTURED SITUATIONS

(Presented to a predetermined type of listener group in a manufactured situation)

Data Processing

___ Advantages of conversion to Key Disk Storage (to program analysis)
___ Subscription to Computer World or any trade journal (to D.P. personnel)
___ Advantages of a time sharing plan or leasing service (to representatives from local business and industry)
___ Hiring of an extra programmer (to D.P. manager and supervisors)

Accounting

___ Services of a public accountant (to a group of small business owners)
___ Professional income tax service (to some business men's club)
___ Need for a new budgeting system (to bookkeeping department of a local business)
___ Advantages of particular calculator model (to a general business group of mixed interests)
___ A new group medical plan, profit sharing plan, or payroll savings plan (to fellow employees)

___ Joining the credit union (to new employees)

Secretarial Science

___ Advantages of conversion to word processing system (to a group of businessmen)
___ Importance of certification of secretaries (to members of a Secretarial Assn.)
___ Need for institution of new job level: "Administrative Assistant" (to your boss and members of management)
___ Need for new procedure for billing, hiring, vacation rotation, etc., (to managers and accounting department.)

AVAILABLE EQUIPMENT AND MATERIALS FOR VISUALS

In the library AV room you may reserve any of the following to be checked out the day of your presentation:

___ 16mm projector
___ 35mm slide projector
___ overhead projector (for transparencies)
___ opaque projector (for opaque sheets)
___ tape recorder
___ record player

The following library services may be of help to you:

___ Xerox machine
___ ditto machine
___ transparency preparation
___ plastic lamination

The Communications Department can provide you with the following:

___ portable blackboard
___ flip chart easel and paper
___ audio or video tape cassettes
___ table for materials or models

The Ivy Tech Bookstore sells some graphic supplies for making charts and diagrams, etc.

PREPARATORY NOTES AND OUTLINE
Persuasive Proposal

Name:________________________________ Date: __________________

1. Concise statement of the problem or need____________________

____

2. Concise statement of the proposal____________________________

____

3. Objective or specific action step for listeners ____________

____

4. Description of listener group (use form on pp. 258-259 of text as a guide)____

____

____

____

____

5. Explanation of situation or occasion for presentation._______

____

____

____

6. List of visual aids, description of each and brief explanation of why they are needed or specifically how they will enhance the presentation. (Include any A-V equipment you plan to use along with visuals)

A. ____

____

____

B. ____

____

____

C. ____

____

____

(use the back of this page for additional visual aids.)

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7. List of references (include all sources of information: books, periodicals, people, etc.)

A. ______________________________

____

B. ______________________________

____

C. ______________________________

____

D. ______________________________

____

(use the back of this page if necessary)

8. INTRODUCTION: Write out as it might be spoken - one or two paragraphs. (See example, p. 269 in text)

135

9. BODY: (Use outline form only - see example 270, text)

10. CONCLUSION: Write out as it might be spoken - one or two paragraphs. (See example, p. 272 in text)

ACCESSION NUMBER: VT102999

PUBLICATION DATE: 30JUN75

TITLE: IMPLEMENTING A K-12 CAREER DEVELOPMENT PROGRAM IN THE DISTRICT OF COLUMBIA. INTERIM REPORT (JULY 1, 1974-JUNE 30, 1975).

PERSONAL AUTHOR: ETHERIDGE, BESSIE D.

DESCRIPTOR: *CAREER EDUCATION; *PROGRAM DEVELOPMENT; *ELEMENTARY SECONDARY EDUCATION; *URBAN EDUCATION; *INNER CITY; WORKSHOPS; INSERVICE TEACHER EDUCATION

IDENTIFIER: *DISTRICT OF COLUMBIA PUBLIC SCHOOLS

EDRS PRICE: MF AND HC AVAILABILITY WILL BE ANNOUNCED IN VOL. 9, NO. 6.

DESCRIPTIVE NOTE: 108P.; PORTIONS OF THE ORIGINAL DOCUMENT ARE OF MARGINAL REPRODUCIBILITY, BEST COPY AVAILABLE.

ABSTRACT: SUMMARIZED IN THIS PROGRESS REPORT OF A CAREER EDUCATION PROJECT IN THE INNER CITY ARE THE ACCOMPLISHMENTS AND MAJOR ACTIVITIES AND EVENTS FOR EACH QUARTER OF THE ACADEMIC YEAR. ALSO NOTED ARE SPECIFIC ACTIVITIES RELATING TO PUBLICITY, DISSEMINATION, DATA COLLECTION AND EVALUATION PLANS AND PROCEDURES, AND STAFF DEVELOPMENT. A MAJOR EFFORT WAS DIRECTED TOWARD STAFF DEVELOPMENT IN THE FORM OF WORKSHOPS, SEMINARS, AND CONFERENCE PARTICIPATION. A MINICOURSE, "ORIENTATION TO CAREER EDUCATION," WAS HELD FOR ADMINISTRATORS FROM OTHER DISTRICTS IN ORDER TO DISSEMINATE THE CAREER EDUCATION CONCEPT FOR FURTHER IMPLEMENTATION. COMMUNITY INVOLVEMENT WAS SOUGHT THROUGH THE FORMATION OF A PARENT ADVISORY COUNCIL; THE FORMATION OF A PROJECT ADVISORY COUNCIL RECRUITED FROM COMMUNITY LEADERS; AND A PRESENTATION OF CAREER EDUCATION THROUGH SPEAKERS, DEMONSTRATIONS, AND EXHIBITS CALLED CAREER EXPO '75. A STATEMENT OF PROJECT GOALS AND THE STEPS TAKEN TOWARD THEIR IMPLEMENTATION IS ALSO INCLUDED. CONTAINED IN THIS REPORT ARE COPIES OF WORKSHOP AND MEETING AGENDAS, LETTERS, FORMS, ANNOUNCEMENTS, MEMOS, PUBLICITY RELEASES, AND ISSUES OF THE CAREER EDUCATION NEWSLETTER. (RG)

CONTRACT NUMBER: OEG-0-73-5283

INSTITUTION NAME: DISTRICT OF COLUMBIA PUBLIC SCHOOLS, WASHINGTON, D.C. DIV. OF INSTRUCTIONAL SERVICES.

SPONSORING AGENCY NAME: BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C.

102 999

INTERIM REPORT

Project No. V-361-054
Contract No. OEG-0-73-5283

Bessie D. Etheridge
Career Development Exemplary Project
Browne Junior High School
24th and Benning Road, N.E.
Washington, D.C. 20002

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REGION III

June 30, 1975

VT 102 999

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INTERIM REPORT

Project No. V-361054

June 30, 1975

3

INTERIM REPORT

Project No. V-361054
Contract No. OEG-0-5203

Bessie D. Etheridge
Career Development Exemplary Project
Browne Junior High School
24th and Benning Road, N. E.

June 30, 1975

INTERIM REPORT

Project No. V-361054
Contract No. OEG-0-73-5283

Bessie D. Etheridge
Career Development Exemplary Project
Browne Junior High School
24th and Benning Road, N. E.

June 30, 1975

INTERIM REPORT

Project No. V-361054
Contract No. OEG-0-73-5283

Implementing a K-12 Career Development Program in the District of Columbia

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

The project reported herein was performed pursuant to a contract with the Bureau of Adult, Vocational, and Technical Education, Office of Education, U. S. Department of Health, Education, and Welfare. Contractors express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore necessarily represent official Office of Education position or policy.

Bessie D. Etheridge
Career Development Exemplary Project
Browne Junior High School
24th and Benning Road, N. E.

June 30, 1975

1. PROJECT NO.: V-361054

2. GRANT NO.: **OEG-0-73-5283**

3. TITLE OF PROJECT: Career Education in the Inner City.

4. GRANTEE ORGANIZATION: D. C. Public Schools
   Division of Instructional Services

5. PROJECT DIRECTOR: Lessie D. Etheridge

6. PERIOD COVERED FROM: 7/1/74 TO: 6/30/75

7. ACCOMPLISHMENTS:

First Quarter

Meetings with faculties of schools in Phase II who will enter the Project during the school year 1974-75 were held early in September.

Interim report and evaluation for fiscal 1974 completed and submitted in August, 1974.

Instructional materials distributed to all schools during the month of September.

On-site assistance to all schools with in-depth help to new schools.

Activities of the Parent Advisory Council have begun. This group has been augmented by elected students from the project high school.

Planning at the project high school - Dunbar - has proceeded with dispatch. In two workshops in September, the planning team completed its plans for initiating the program during National Career Guidance Week.

The principal of the project high school, an assistant principal from one elementary school, and an assistant principal from one junior high school participated full-time in the summer workshop. Principals from most schools visited the workshop and participated in certain activities.

Teachers, counselors and selected parents, formerly trained by project staff, served successfully as consultants for the workshop. Project staff continues to find this

7. ACCOMPLISHMENTS: (cont'd)

group highly satisfactory as trainers of teachers.

The waiting list for Education 670F, fall session, stands at eighty.

Interest in career education from schools outside the project continues to grow.

Project staff responded to the request from Special Education to admit thirty-five (35) Special Education teachers to the summer workshop.

Requests for information and instructional materials have accelerated. Among persons requesting help are local colleges, college students, lay members of the community and practitioners in the states.

Second Quarter

On site assistance to teachers continued with special assistance as needed.

A great deal of enthusiasm was evinced by participants in the mini-course. This effort may prove to be the catalyst to produce speedier dissemination of the career education concept followed by implementation.

Implementation in some of the new schools has exceeded the expectations of project staff, but much remains to be done.

The fall session of Education 670F, Orientation to Career Education, necessarily delayed because of the mini-course, will be offered beginning on January 25 on fourteen (14) Saturdays. Early registration is encouraging.

Third Quarter

102 persons registered for Education 670F, D. C. Teachers College, a bumper crop.

Ninth grade curriculum, first draft, is now ready for reproduction.

group highly satisfactory as trainers of teachers.

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A great deal of enthusiasm was evinced by participants in the mini-course. This effort may prove to be the catalyst to produce speedier dissemination of the career education concept followed by implementation.

Implementation in some of the new schools has exceeded the expectations of project staff, but much remains to be done.

The fall session of Education 670F, Orientation to Career Education, necessarily delayed because of the mini-course, will be offered beginning on January 25 on fourteen (14) Saturdays. Early registration is encouraging.

Third Quarter

102 persons registered for Education 670F, D. C. Teachers College, a bumper crop.

Ninth grade curriculum, first draft, is now ready for reproduction.

7. ACCOMPLISHMENTS: (cont'd)

Funds have been identified for reprint of Curriculum Guides for grades 7 and 8 - Emergency School Assistance Act.

All six (6) regional teams are involved in planning and implementation of initial activities designed to establish career education as a part of the regular curriculum in non-project schools in the six (6) regions with the help of project staff.

A student from one of the project junior high schools - Jefferson - created winning poster in the junior high school division - in the national career education contest sponsored by the American Personnel and Guidance Association.

Population of the project as of January 1, 1975, has grown to 165 teachers and counselors and 5,507 students, K-12, in twenty-two (22) schools - fifteen (15) elementary, six (6) junior high and one (1) senior high school.

The need for an Advisory Council composed of community leaders from the business, professional and the organizational community has been identified. Staff will address this problem in the fourth quarter.

Fourth Quarter

First draft of ninth grade curriculum edited and prepared for distribution, June 1975.

Curriculum 1-6 revised. A curriculum team composed of eight (8) teachers completed an extensive revision of the elementary curriculum. Target date for distribution - September 1, 1975.

Project Advisory Council recruited from community leadership to survey the project program and advise project staff as to revisions and expansion. Membership on the council to date reflects: institutions of higher education, government, business, labor, vocational education:

Mrs. Doris [illegible]-Early	Walter Reed Army Medical Center

7. ACCOMPLISHMENTS: (cont'd)

Mr. Norman C. Neverson	Xerox Corporation
Mr. Santo P. Marzullo	Washington Technical Institute
Mrs. Barbara Luchs	D. C. Vocational Education Advisory Council - College
Mr. Albert Long	D. C. Vocational Education Advisory Council
Ms. Mary A. Jackson	National Institute of Education
Mrs. Olive Covington	Advisory & Learning Exchange
Mr. Charles D. Redding	C & P Telephone Company - Public Relations Manager
Mr. Edgar Lowry	Office of Program Development - United Planning Organization

Evaluation of the tenth grade communications program at Dunbar on May 30, 1975.

Revision of the Tour Guide has begun.

Planning for Career Expo '75 completed.

Staff representative participated in ESAA Career Education presentation.

103 teachers/counselors completed Education 670F, Orientation to Career Development, on May 10, 1975.

Pre-orientation and recruitment completed in the final three (3) elementary schools which will begin implementation in September, 1975: John F. Cook, Simmons and Walker-Jones.

7. ACCOMPLISHMENTS: (cont'd)

Revised textbook list for Career Education prepared and submitted to the Board.

8. MAJOR ACTIVITIES AND EVENTS:

First Quarter

Four (4) week training workshop for teachers, counselors and administrators, Education 670F, with D. C. Teachers College, 170 participants, July 8 - August 2, 1974 and January 25 - May 10, 1975.

Early fall - Mini-Course, Orientation to Career Education, for administrators responsible for instruction in the six (6) newly-created regions of the District; six (6) consecutive Thursdays - 36 hours of instruction. This course was offered to increase speed of dissemination of the career education concept throughout the city by developing a corps of personnel in each region to plan and manage career education infusion with project staff serving as consultants and facilitators.

Second Quarter

A Mini-Course, Orientation to Career Education, was successfully completed on November 7, 1974. Thirty (30) administrators from the six (6) newly created regional and supervising directors subject fields, participated in this activity on six (6) Thursdays beginning on October 3, 1974. Project staff offered the course in order to assist regional superintendents in developing teams to organize the dissemination of the career education concept throughout the regions, thereby speeding the process of city-wide implementation.

Topics covered in the workshop included:

Career Education, U. S. A.

Career Education in the District of Columbia.

The Scope of the Program: Awareness; Survey; Exploration; Preparation.

Implementation: K-6; 7-9; 10-12.

Establishing the Prototype

8. MAJOR ACTIVITIES AND EVENTS: (cont'd)

Project staff is currently involved in conferences with the regional teams as they begin to plan their programs.

The 10-12 model was launched at Dunbar High School during National Vocational Guidance Week, November 11-15, 1974, with a series of daily activities keynoted by Dr. Kenneth B. Hoyt, Associate Commissioner for Career Education. Several other schools celebrated this week with Career Days and other observances.

Sixth grade pupils from Lenox Elementary School participated in a career education film produced by the Department of Labor.

The following staff development activities were conducted by project staff in response to special needs.

Workshop for Counselors - 10/21/74

Workshop for Educational Aides - 10/29/74

Workshop for Secondary Teachers - Team
Strategies - 11/9/74

Workshop for Elementary Teachers - Mass
Production Activities - 12/7/74

In response to requests from the Regions, project staff participated in team seminars at the following regional offices:

Region III. - 11/11/74; 11/20/74

The team from Region III planned and presented a workshop for the faculty at Kelly Miller Junior High School with help from project staff.

Region I - 12/10/74

Region III - 12/12/74

The Parent Advisory Council has conducted monthly meetings of the Steering Committee and the Council - October 8;

8. MAJOR ACTIVITIES AND EVENTS: (cont'd)

November 4, 12, 26 and December 10.

The Council of Principals requested by the principals was activated at a stimulating meeting on November 14, 1974. Plans of the Council include a meeting on the second Thursday of each month.

Third Quarter

Title I Programs - Presentation by staff member.

Staff member participated in Task Force on research and evaluation of D. C. Schools.

Mini-course participants plan dissemination of career education programs in all six (6) newly created regions following the Mini-course offered by the Project in the Fall of 1974. Staff members serve as consultants to the regional teams as they plan implementation. Staff members participated in at least two (2) conferences per month with regional teams and conducted several presentations for regional personnel.

Revision of D. C. textbook listing for Career Education preceded by evaluation of new instructional materials.

Staff member made a presentation for the Science Department, D. C. Schools at a meeting of science teachers on February 14.

Fourth Quarter

Parent Council trip to Baltimore, Maryland, April 11, to experience an open space high school - Dunbar; a mass production site - The Carling Brewery; careers in marketing - The Lexington Market.

Workshop for educational aides on April 14. This is a part of the on-going staff development effort.

Career education kickoff for Region IV, a three (3) day activity for the schools in the region; orientation, visits to project schools in the region, follow-up and planning day, beginning on April 15, 1975.

8. MAJOR ACTIVITIES AND EVENTS: (cont'd)

Counselor Update - Progress report for counselors in District of Columbia Schools on April 24 at a special meeting for counselors from Regions I and III.

Staff orientation to career opportunities at Walter Reed Army Medical Center, Research Division.

Monthly meeting of the Parent Advisory Council - May.

Orientation to Career Education and Workshops in the regions, facilitated by project staff:

5/8 - Region III at Carver

5/21 - Region I at Sousa

5/29 - Career Day Recognition Program - Region III

Education 670F, Orientation to Career Development, Winter session, concluded on May 10. 103 participants completed the course.

Career Expo '75, May 17, 1975, A Chronicle of five (5) years of progress of the Career Education Program in the public schools of the District of Columbia. Sponsored by the Committee on Adult Education and Career Development of the Board of Education, and directed by the staffs of the Career Development Exemplary Project and the Department of Career Development Programs.

> This program offered the community through speakers, demonstrations, exhibits and handouts, a comprehensive report on the progress of the effort spearheaded by the Project. Dr. Kenneth B. Hoyt, Associate Commissioner for Career Education, U. S. Office of Education, delivered the keynote address. Other guests included: Dr. Barbara A. Sizemore, Dr. Otho Jones, Mr. James Spicer, Ms. Susie Morgan, Mr. Albert Long and Col. William Rumsey.

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8. MAJOR ACTIVITIES AND EVENTS: (cont'd)

Art Exhibit at Howard University - Health Careers prepared and implemented by students and their teacher at Dunbar High School and facilitated by staff member.

Orientation for the faculty of Sousa Junior High School.

Bicentennial Festival at Tyler Elementary School, May 29. This event was sponsored by the Career Education Team.

Second Annual Banquet of the Parent Advisory Council, June 5, 1975. This event features a progress report to Project parents, teachers, principals, counselors and friends and good fellowship at year's end. Nearly 200 well wishers participated.

Special workshop for junior high school teachers, June 16 - 27, to explore additional teaching strategies. Sixty (60) teachers considered the use of learning systems, gaming and simulation and educational media as teaching tools.

Special Seminar for personnel from Laurel Children's Center at Browne Junior High School, June 18.

9. PROBLEMS:

First Quarter

Funds for printing are elusive.

Transportation facilities of the schools remain limited.

The clerical vacancy has not yet been filled. This has limited our clerical efficiency.

Second Quarter

As the Project expands, we find that our clerical support is inadequate to need. Restructuring priorities may be indicated.

9. PROBLEMS: (cont'd)

Rising costs in every area will limit the volume of instructional materials reaching classrooms.

Third Quarter

Third-party evaluation. Due to problems in central office, the contract for evaluation has been delayed, therefore voiding our time schedule for evaluation activities. Thus, the evaluators will not be able to begin activities in the schools until late April or early May.

There is a threat that the Title I Component of the Project will not be funded for Fiscal 1976. Final determination will be made early in the fourth quarter.

Adequate space for our center remains a problem.

Commitment on the part of the central administration as to status of career education as an integral part of the educational program of D. C. Schools remains vague. Plans for the fourth quarter include an activity for the entire city and including members of the Board of Education, the Superintendent of Schools and all members of the administrative staff of the schools.

Fourth Quarter

Fiscal. Printouts of expenditures and balances remain **unavailable**, thus it is impossible to compare office records with the official record maintained by the Accounting and Finance Department of D. C. Schools. As a result, it is difficult to project carryover information with accuracy.

Regulations require that listed items - supply - be purchased from the school warehouse exclusively. Since the warehouse has not been allowed to restock for more than a year, its shelves are practically empty.

10. PUBLICITY ACTIVITIES:

Publications:

10. PUBLICITY ACTIVITIES: (cont'd)

Newsletter for schools 1974-75 distributed to all schools.

Fall Bulletin distributed to all schools.

Proposal and letter for Mini-Course, Orientation to Career Education, distributed to all regional superintendents and officials in September.

Presentations by Project Staff for:

The D. C. Inter-agency Council, 10/2/74.

National Science Teachers Association Area Convention, Washington, D. C., 11/23/74.

Two W Workshop, 12/3/74.

Seminar in elementary education, Catholic University, 12/11/74.

Publications in local school newspapers, organizational newsletters featuring project activities.

The Black Voice, Browne Junior High School

The Dunbar Newsreel, Dunbar High School

News Article -

Afro-American Newspaper
Washington, D. C.
May 31, 1975

Project -

Flyers - Career Expo '75
Parent Council Banquet

Radio - WMAL, WOL Spot announcements on project activities.

10. PUBLICITY ACTIVITIES: (cont'd)

Visitors to the Project Site -

Ms. Constance Laws
Administrative Interne
D. C. Public Schools

Ms. Magoline Ramsey, Principal
Mamie D. Lee School and
twenty (20) teachers

Ms. Helen Ramsek
Ms. Patricia Vivio
Ms. Dorothy Hobbs
Public Schools
Mason, Michigan

Montclair Public Schools (N. J.)
Mr. Adam Richberg
Hillside Annex Elementary School

Mr. & Mrs. Leslie Hoyle
Mt. Hebron Middle School

D. C. Public Schools

Mrs. Barbara A. Sizemore
Superintendent of Schools

Mrs. Doris Haynes, Principal
Ludlow-Taylor Elementary School

Mr. Andrew Weeks, Principal
Stuart Junior High School

Mr. Adams
Stuart Junior High School

Mr. Edward Wells, Principal
Randall Junior High School

Dr. Clark Houston, Principal
Hamilton Junior High School

Mrs. Audrey Gray, Principal
Goding Elementary School

10. PUBLICITY ACTIVITIES: (cont'd)

D. C. Public Schools

Mr. Percy Ellis, Principal
Shaw Junior High School

Dr. Doris Woodson
Assistant to the
Assistant Superintendent

Mr. Jerry Brigham
National Alliance of Businessmen

Ms. Sarah Davis
Mr. Tony Jones
Ms. Yvonne Morse
Ms. Marian Jackson
Randle Highlands
Elementary School

Mrs. Grace Watson
Bureau of Occupational and Adult
Education, U. S. O. E.

Ms. Helen Collins
Ms. Marrissette
Ms. Eldridge
Roosevelt Senior High School

Mr. Allen Dellefield
Mr. Ceroy Robinson
Black Affairs Center

Representative school personnel from Region IV in May on a planned tour of project schools in Region IV.

Newly appointed Career Coordinators in Regions IV and V (2): Ms. Lucille Gayle and Mrs. Felicia Glascoe.

Five (5) teachers fro Laurel Childrens' Center, Laurel, Maryland.

Mr. Chuck Strand
Great Falls Public Schools
Great Falls, Montana

10. PUBLICITY ACTIVITIES: (cont'd)

Mrs. Barbara L. Simmons, Chairman
Committee on Adult Education and
Career Development of the
District of Columbia

Mrs. Doris E. Early
Community Relations Officer
Public Affairs Office
Walter Reed Army Medical Center

Mrs. Edna Mayvonne
University of Maryland

Class in Elementary Methods from
D. C. Teachers College - Instructor -
Mrs. Goldstein

Dr. James T. Guines
Associate Superintendent
Division of Instructional Services
D. C. Public Schools

Mrs. Beatrice Christopher
Eliot Junior High School

11. DISSEMINATION ACTIVITIES:

Copies of Interim Report and Third-Party Evaluation to:

All school officials

All project schools

All Regional Superintendents

The Department of Staff Development
D. C. Public Schools

The Board of Education, D. C.

Mini-Course for regional staffs and supervisory personnel.

11. DISSEMINATION ACTIVITIES: (cont'd)

Copies of narrative reports sent on a regular basis to:

All project directors in Region III

The Superintendent of Schools

All regional superintendents

The Department of Career Development Programs

The Associate Superintendent
Division of Instructional Services

The Assistant Superintendent
Department of Federal Programs

D. C. Advisory Council for Vocational Education

Copies of the Progress Report, Spring, 1975 to project directors, Region III, Department of Career Development Programs.

Packets prepared and distributed to:

Prospective members of the Advisory Council.

Others requesting information.

Mr. Kenneth B. Smith
Rhode Island Department of Education

Mr. Dan Cowart
Coordinator, APPS Program
Swanee, Georgia

Mr. William J. Mini
Career Development Information Center
Malden, Massachusetts

Ms. Marjorie Kicak
Alexandria, Virginia

Dr. Norman Steinaker
Ontario, California

11. DISSEMINATION ACTIVITIES: (cont'd)

Ms. Catherine Cockrill
Fairfax County Public Schools
Fairfax, Virginia

Ms. Suzanne T. Issacs
Singer Education Division
Chicago, Illinois

Dr. Herman Grizzle
Director, Career Education
Tulsa, Oklahoma

Mr. Zaraida Toro Torres
Project Administrator
Hato Rey, Puerto Rico

Mr. James A. McMahon
Louisville, Kentucky

Mr. Leslie J. Silverstone
Dean Witter & COmpany
Washington, D. C.

Mr. La Ray G. Sigwart
Englewood, Colorado

Mr. E. E. Davis
Anchorage Borough School
District
Anchorage, Alaska

Mr. David A. Jones
Dallas/Fort Worth Independent
School District
Arlington, Texas

12. PROGRESS ON DATA COLLECTION AND EVALUATION PLANS AND PROCEDURES:

Though the preliminary steps for the selection of a third-party evaluator were begun early in the first quarter, the request for proposals was not advertised until November, 1974.

An evaluation panel composed of two principals, a representative from the Department of Career Development Programs, the co-chairman of the Parent Council

12. PROGRESS ON DATA COLLECTION, etc.: (cont'd)

and Project Staff was selected to review proposals received.

The proposal of IBEX, Inc., Arlington, Virginia, was selected but contract procedures were not completed until May, 1975, at which time data collection began in the schools and community. All data is now completed and the report of the evaluator is submitted with this narrative report.

13. OTHER ACTIVITIES:

First Quarter

Project headquarters was moved, pursuant to need of the school system, from Carver School to Browne Junior High School in mid August. Project activities were necessarily affected during the readjustment period.

Project Director coordinated a workshop in Career Education for senior high school teachers sponsored by D. C. Schools, Department of Staff Development.

Project Director coordinated the participation of a group of administrators (20) in the summer NASE Seminar in Career Education at Toronto. One Assistant Director participated.

Members of project staff participated in the following staff development activities:

Workshop in Community Involvement at Catholic University

Seminar in Curriculum, University of Colorado

Seminar, Women in Management

Second Quarter

Staff members participated in the following activities:

Workshop-Career Education in the Elementary School, Catholic University

13. OTHER ACTIVITIES: (cont'd)

Committee for development of an auxiliary RFP for ESSA

Conference for State Directors of Career Education at Columbus, Ohio, 10/30 - 11/3/74.

Federal Programs Workshop, D. C. Schools, 11/6/74

Career Education Seminar, National Council of Teachers of English, 11/27 - 12/1/74

Conference, Curriculum Specialists, Atlanta, Georgia, 12/4 - 6/74

Third Quarter

Seminar on Career Education, ASCD, March, 1975

Seminar on Career Education, Association of Chief State College Office

Committee for development of a delivery system for career information

Committee for development of a Biomedical program for selected eleventh and twelfth grade students

Fourth Quarter

Annual Conference American Personnel and Guidance Association

Annual Conference National Education Association

Evaluation, Part D Project, Bedford, Virginia

Conferences with regional personnel to facilitate

13. OTHER ACTIVITIES: (cont'd)

the planning for implementation of the career education program city-wide continue on a demand basis. To date, every region is in the process of planning and five (5) have begun their orientation programs for instructional personnel.

14. STAFF EMPLOYMENT AND UTILIZATION:

First Quarter

Vacancy, GS-4, Clerk-typist, full-time.

Second Quarter

Vacancy continues.

One Assistant Director, Jury Duty, 11/1/74 - 12/6/74.

Third Quarter

Vacancy, GS-4, Clerk-typist, was filled effective February 10, 1975. This is a full-time position.

Fourth Quarter

All positions filled.

15. STAFF DEVELOPMENT:

The following in-service training was provided by the Project for teachers, counselors and administrators:

First Quarter

Seminar for staff of Dunbar High School on the 10-12 model.

Education 670F, 7/8 - 8/2/74, Orientation to Career Development, 170 participants.

Mini-Course for regional staff personnel and supervisory personnel, 10/3 - 11/7/74.

15. STAFF DEVELOPMENT: (cont'd)

Second Quarter

Workshop for Counselors

Workshop for Educational Aides

Administrative Seminar 2

Workshop for secondary personnel - Strategies

Workshop for elementary personnel - Mass Production

Third Quarter

Joint Workshops - all personnel - 2

Workshop - Dunbar Teams, Communications Program - 3

Education 670F, 1/25 - 5/10/75 - 103 participants

Administrative Seminars - 3

Fourth Quarter

Administrative Semi[illegible]s - 2

Joint Workshop - 1

Workshop for Counselors

Workshop for Educational Aides

Two week seminar for junior high school teachers - Instructional Strategies

Two week workshop for ninth grade teachers in preparation for implementing the new ninth grade curriculum

15. STAFF DEVELOPMENT: (cont'd)

Two week workshop for senior high school teachers/counselors to complete development of the design for grade ten, Career Exploration.

Activities for Project Staff:

Seminar - Urban Studies of Man at Catholic University. Two staff members participated.

Annual Conference of the American Personnel and Guidance Association. One staff member participated in conference activities and the presentation for the District of Columbia.

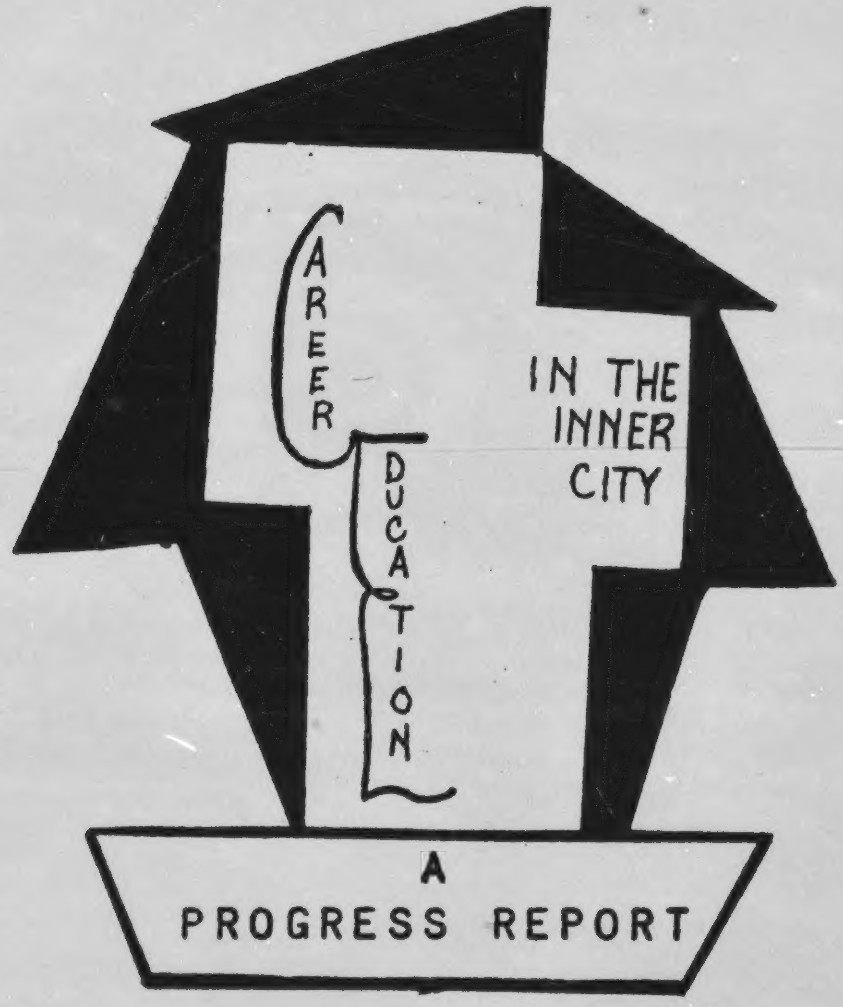
Annual Conference of the American Association of School Administrators. Two staff members participated.

Annual Conference of the Association for Supervision and Curriculum Development. One staff member participated.

Career Education National Forum, Ohio State University. One staff member participated.

American Education Research Association. One staff member participated.

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Division of Instructional Services
Career Development Exemplary Project
Browne Junior High School
24th & Benning Road, N.E.
Washington, D.C. 20002
Room 206



CAREER EDUCATION IN THE INNER CITY

A PROGRESS REPORT

PROJECT STAFF

Bessie D. Etheridge, Director

Ellen F. Datcher
Martha J. Roache
Jarugula S. Rao
Assistant Directors

CAREER EDUCATION IN THE INNER CITY:
A PROGRESS REPORT

GOAL 1

To establish a career foundations program at elementary level to focus upon the economic realities underlying our society and the expanding role of technology in modern life, in addition to meeting the learning needs of individual children.

The Project Staff has -

. adopted the following concepts as a basis for the elementary curriculum model:

There is dignity in all work.
The life of a culture depends on its workers who produce goods and services.
There are many different kinds of work.
Mankind uses tools for work.
Work has rewards.

. embraced a hands-on approach to learning which includes tool technology.

. developed an implementation model with the help of teachers, counselors and administrators from two (2) schools.

. tested the models in eight (8) schools using Title I funds.

. expanded the elementary career awareness program to eight (8) inner city schools with a new exemplary project grant.

Total Teacher Participation: 47

Total Students Involved: 807

We shall add three (3) additional elementary schools in FY 1976.

GOAL 2

To adopt a career cluster concept based upon an analysis of career opportunities available in the Washington Metropolitan Area.

We have adopted the following clusters as a framework for the secondary curriculum and implementation efforts:

- Consumer and Homemaking
- Communications and Media
- Fine Arts and Humanities
- Construction and Environment
- Agri-Business, Natural Resources, Marine Science
- Public Service Occupations
- Health Occupations
- Manufacturing, Marketing and Distribution, Business and Office Occupations
- Transportation
- Hospitality, Recreation and Personal Service Occupations

We shall modify this cluster organization as the need arises.

GOAL 3

To provide for a comprehensive survey of careers in our society in grades seven (7) and eight (8), students to move through a survey of all clusters integrated with all curriculum areas and correlated with expanded guidance and counselling services.

The Project Staff has -

- developed an implementation model with the help of teachers, counselors and administrators from two (2) schools.
- prepared ten (10) modules of curriculum materials and a teacher's manual with the help of consultants from the Metropolitan Education Council for Staff Development.

GOAL 3 (Cont'd)

- arranged for a second printing of the survey curriculum.
- tested the implementation model at two (2) junior high schools using Title I funds.
- expanded the survey experience to students in four (4) additional junior high schools with funds from a new exemplary project grant.

Total Teacher Participants: 38

Total Students Involved: 1,858

GOAL 4

To provide for exploratory work in cluster areas in grades nine (9) and ten (10), the program to offer a variety of elected experiences either solely in the junior high school or comprehensive high school setting or in conjunction with a career development center.

The Project Staff has -

- adopted a ninth (9th) grade exploratory experience based upon the following three (3) emphases:

  Self-awareness, communication skills, and in-depth exploration.

- prepared a draft of curriculum materials to provide this experience.
- organized a team of high school teachers who will begin to plan and implement a second-phase exploratory experience using an expanded, in-depth communications program as the basis for this interdisciplinary effort.

Total Teacher Participants: 32

Total Students Involved: 850

We shall complete the model for the second phase of the exploratory experience by June 30, 1976.

GOAL 5

To provide opportunities for in-depth preparation in grades eleven (11) and twelve (12), to be characterized by cooperative programs with business, industry and government, intensive job entry skill training and occupational guidance, counselling and placement.

The model being developed will include the following:

Coordination with the programs of the newly developing Career Centers for part-time study for all pupils in the comprehensive high schools. Areas presently available include health occupations, graphics, office occupations, and auto mechanics.

Coordination with other existing programs, including WOW; ICEP; Career Counselling; DE; COE; and Prep Club.

Coordination with opportunities offered by such local businesses as PEPCO and C&P Telephone Company.

Leadership from the guidance teams in the project high school.

GOAL 6

To develop a faculty training model.

The Project Staff has developed the following:

- A pre-orientation workshop format.
- An orientation workshop for project school faculties from which participants receive four (4) semester hours of in-service credits through D. C. Teachers College.
- A follow-up workshop format for teachers, counselors and administrators.
- A training program for educational aides.

GOAL 7

To develop a model for parent/community involvement.

The Project Staff has established a Career Education Parent Advisory Council consisting of parents, students, counselors, teachers, administrators, and community leaders. At its monthly meetings the Council focuses upon the following:

- An update on Project activities.
- Tapping resource persons in our community including parents.
- Introduction to such strategies for infusion of career education as tour experiences and the use of gaming and simulation techniques.
- Planning such an annual culminating activity as a banquet.

GOAL 8

To facilitate the infusion of career education in all D. C. Public Schools.

Consistent with the recommendations contained in the Superintendent's 120 Day Report, the Project Staff provided a mini-orientation course for staff development and curriculum development personnel from each of the six (6) regional offices during November and December, 1974. This course was also designed to help the participants understand their roles as change agents and support personnel, in addition to demonstrating for them strategies for the infusion of career education into the curriculum at every level.

February, 1975

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
REGION III
3535 MARKET STREET
PHILADELPHIA, PENNSYLVANIA 19101

May 6, 1975

OFFICE OF EDUCATION

MAILING ADDRESS:
P.O. BOX 13716
PHILADELPHIA,
PENNSYLVANIA 19101

Dr. James T. Guines
Associate Superintendent
Division of Instructional Services
District of Columbia Public Schools
415 12th Street, N.W.
Washington, D.C. 20004

Dear Dr. Guines:

I am pleased to advise you that the Regional Office of Education, Division of Occupational and Adult Education, has determined the "Career Education in the Inner City Project" funded under Part D of the Vocational Education Act of 1963 as amended has progressed satisfactorily and I am therefore recommending approval for third year funding. Final approval action will be the responsibility of the OE Grants and Contracts Division.

The determination of the Division of Occupational and Adult Education to recommend third year funding is based upon very specific and deliberate activities of the regional office including (a) observations of project progress through regular Regional Office of Education monitoring visits, (b) review of quarterly progress reports, (c) review of the third party evaluators reports, (d) observations and recommendations of the District of Columbia State Department of Vocational Education, and (e) observations and recommendations of the Performance Review Team.

All indicators have clearly established that the project is definitely on target and moving decisively toward the accomplishment of the overall goals as stipulated in the project application. The District of Columbia Board of Education and everyone who has worked so diligently this year to move the project forward are to be heartedly commended. Continuation of the success of your efforts will certainly help to establish career education as a viable educational thrust for the State and nation.

The project third year funding guideline is $108,571.00. We would appreciate the preparation and submission of a third year project operating budget based on the above funding guideline.

Sincerely yours,

Robert A. Smallwood

Robert A. Smallwood
Assistant Regional Commissioner
Occupational and Adult Education

PROJECT STAFF RESPONSIBLITIES FOR SCHOOL-WIDE IMPLEMENTATION

1974-75

J.S. Rao

Bundy
Cleveland
Scott-Montgomery
Seaton
Sts. Paul & Augustine
Tubman

Terrell

Dunbar

M.J. Roache

Amidon
Bowen
Drew
Goding
Ludlow-Taylor
Syphax
J.O. Wilson

Jefferson

Dunbar

E.F. Datcher

Lenox
Tyler

Hamilton
Randall
Shaw
Stuart

Dunbar

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Division of Instructional Services
Career Development Exemplary Project
Browne Junior High School
24th & Benning Road, N.E.
Washington, D.C. 20002
Room 206

Career Education Parent Advisory Council Meeting

WHEN: Tuesday, February 11, 1975 (9:30 - 11:00 A.M.

PLACE: Cleveland Elementary School
8th & T Sts., N.W. (Library)

AGENDA

9:30 Call To Order - Jim Spicer, Co-Chairman

Prayer - Valerie Watson, Chaplain

Welcome - Marie Perry, Principal,
Cleveland Elem. School

Roll Call - (Steering Committee) -
Edmonia Hunt

Minutes - Edmonia Hunt, Secretary

Staff Report
on C.D.E.P. - Bessie Etheridge

Old Business
New Business - Co-Chairmen

A. Parent Trip Martha Roache

B. Banquet Beatrice Alexander

10:00 Introduction of Guest Speakers - Richard Jackson
- Mr. Gilbert Diggs, Region V Superintendent
- Mrs. Thelma Doswell, Black Genealogist
- Mrs. Cecilia Scott, Vice Chairman, Howard Theater Restoration Association

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
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CAREER EDUCATION PARENT ADVISORY COUNCIL

MAY 13, 1975
BUNDY SCHOOL

AGENDA

Call to Order .... Mr. James Spicer, Presiding

Invocation.............................. Ms. Valerie Watson

Minutes and Roll Call................... Ms. Edmonia Hunt

Reports:

Treasurer - Ms. Nettie Banks
Staff - Dr. J. S. Rao

Banquet Committee --
  Ms. Beatrice Alexander, Arrangements
  Ms. Johnetta Kelly, Program
  Ms. Nettie Banks, Finance

Steering Committee -- Ms. Murice Jefferies
  Nominating Committee
  PAC Tour -- Ms. Martha Roache
  Career Expo '75 -- Ms. Ellen Datcher

Old Business

New Business
  Parent Roles in Career Expo '75

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Division of Instructional Services
Career Development Exemplary Project
Browne Junior High School
24th & Benning Road, N.E.
Washington, D.C. 20002
Room 206

PARENT ROLES IN CAREER EXPO '75

DEPEND ON ME TO DO THE FOLLOWING:

(Choose 3 tasks and number them 1,2,3.)

_____ Explain the Council contribution at a Parent Advisory Council booth

_____ Sell banquet tickets

_____ Register guests

_____ Be a general facilitator

_____ Help serve refreshments

_____ Prepare and make a presentation to the Board Committee on Adult Education and Career Development

NAME ______________________________

ADDRESS ______________________________ TELEPHONE

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Division of Instructional Services
Career Development Exemplary Project
Browne Junior High School
24th & Benning Road, N.E.
Washington, D.C. 20002
Room 206

EDUCATION 670-F
AN ORIENTATION TO CAREER DEVELOPMENT

Browne Junior High School

JULY 7 - AUGUST 1, 1975

OFFERED BY: D. C. Teacher's College in cooperation with
the Career Development Exemplary Project

Ellen F. Datcher Jarugula S. Rao Martha J. Roache	Assistant Directors
Bessie D. Etheridge	Project Director

JAMES T. GUINES
ASSOCIATE SUPERINTENDENT
DIVISION OF INSTRUCTIONAL SERVICES

INQUIRIES:

Browne Junior High School
24th & Benning Road, N. E.
Washington D. C. 20002
396 - 5831 or 5832

EDUCATION 670-F
AN ORIENTATION TO CAREER DEVELOPMENT

7/7/75 8:30 Registration and Teacher Survey

9:30 Opening. Welcome and Introductions
Overview of the Career Education Movement

BREAK

10:00 Overview of the D. C. Program

Career Awareness
Career Survey
Career Exploration
Career Preparation

11:00 Overview of the Workshop
Management Bulletin

7/8 Elementary Curriculum - J. O. Wilson School
5th & "K" Streets, N. E.

Marian Carrick
Rupertha Bunt
Martha J. Roache

Career Clusters and Curriculum - Browne Junior High School

Ellen Datcher
Jarugula S. Rao
and
Consultants

7/9 Elementary Curriculum (Continued) - J. O. Wilson

Learning Systems - Secondary

Lorraine H. Whitlock
Bessie D. Etheridge

7/10 Elementary Curriculum (Continued)

* Trip to Columbia, Maryland
Report to Browne Junior High School

Career Clusters and Curriculum (Continued)

7/11 Learning Systems - Elementary - Browne Junior High School

Romaine Smith
Jacqueline Wilson

Career Clusters and Curriculum (Continued)

7/14 Elementary Curriculum (Continued)

Career Clusters and Curriculum (Continued)

7/15 Elementary Curriculum (Continued)

Career Clusters and Curriculum Report to the Lightship Chesapeake, 1201 Ohio Drive, S. W.

7/16 Elementary Curriculum
* Meet at Browne at 12:30 for transportation to the Museum of African Art

Career Clusters and Curriculum (Continued)

7/17 Meeting the Needs of Exceptional Children
Division of Special Education

James Gillespie
Sylvester Dory
Gwendolyn Louden
Michael Snipes

* Assemble on the sidewalk.
In the event of rain, assemble in the lobby.

7.17 Meeting the Needs of Exceptional Children (Continued)

Anna Williams
and
Educational Aides

7/18 Multi-Media

Group A - Media Center
Harry S. Burke and Staff

All Others - Browne Junior High School
Audrey Ailer
Creola Brice

**Final Date for Submission of Learning Packages

7/21 Multi-Media

Group B - Media Center
All Others - Browne Junior High School

7/22 Multi-Media

Group C - Media Center
All Others - Browne Junior High School

7/23 Multi-Media

Group D - Media Center
All Others - Browne Junior High School

7/24 Tool Technology - Browne Junior High School

Larry Albert
Theresa Berry
Olive DeShields
Macon Knox
Rosie Lucas

7/24		Career Clusters and Curriculum (Continued)
7/25		Tool Technology (Continued)
		Career Clusters and Curriculum (Continued)
7/28		Elementary Curriculum - Browne Junior High School
		Career Clusters and Curriculum (Continued)
	11:00	Interaction
7/29		Elementary Curriculum - Browne Junior High School
	1:00-4:30	Career Clusters and Curriculum - Lewis Hotel-Mot School, 2301 Pennsylvania Avenue, N. W.
7/30		Tapping Community Resources Project Staff Consultants Educational Aides
7/31		*Tour - All participants report to Browne Junior High School
8/1		Team Planning
		Evaluation

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Division of Instructional Services
Career Development Exemplary Project
Browne Junior High School
24th & Benning Road, N.E.
Washington, D.C. 20002
Room 206

A Proposal

Orientation to Career Development

Mini Course

"Career Education in the Inner City"
A Career Development Exemplary Project

Ellen F. Datcher Jarugula S. Rao Martha J. Roache	Assistant Directors
Bessie D. Etheridge	Project Director

Rationale

In response to the recommendations of the Task Force Report of the Department of Vocational Education, 1969, D.C. Public Schools, and puisuant to the national thrust for the infusion of economic awareness into the ongoing program of the public schools, K-12, a grant was secured from the U. S. Office of Education for purposes of developing a K-12 model for the District of Columbia. The ultimate goal of this endeavor was city-wide implementation of a career education program for all students.

Accepting the challenge, the Career Development Exemplary Project, beginning in 1970, has developed and implemented a model K-9 and is currently developing a 10-12 model in conjunction with the faculty and administration of an academic high school. This model will go into trial implementation during the fall of 1974.

Mission

The Project therefore, in order to speed dissemination of the career educatio concept city-wide and at all levels, offers to provide the following services for persons on the regional staffs concerned with instruction; supervising directors subject fields; and members of the Title I staff:

Phase I

- A six-day workshop - one day each week, preferably on six consecutive Thursdays. This workshop will offer an orientation to career development.

- This workshop will include the following components:

  1. Career Education U.S.A.
  2. Career Education in D.C.
  3. The Scope of the Program;
     Awareness, Survey, Exploration, Preparation
  4. Implementation K-6
  5. An Introduction to the Cluster Concept; 7-9
  6. A look at the 10-12 model

Phase II

Following the workshop, project staff is prepared to serve as consultant - facilitator to regional staff in its program of dissemination of the career education program to the non-project schools of the regions. This service includes:

- Help with planning the in-service program

- Recommendation of personnel to staff the in-service program

- Recommendation of materials and resources to be used
- Some assistance with instruction
- Assistance in planning for implementation

Cost

Costs for instructional materials, consultants and other services for the six-day workshop will be the responsibility of the Project.

Costs for Phase II will be the responsibility of D.C. Schools.

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PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Division of Instructional Services
Career Development Exemplary Project
Browne Junior High School
24th & Benning Road, N.E.
Washington, D.C. 20002
Room 206

Career Education K-12
D. C. Public Schools

September 16, 1974

MEMORANDUM

FOR: Regional Superintendents
Supervising Directors, Subject Fields
Members of Title I Staff

FROM: Bessie D. Etheridge, Director
Career Development Exemplary Project

RE: Phase I
Mini Course - Orientation to Career Education

The staff of the Career Development Exemplary Project offers a mini-course, Orientation to Career Development, for at least four members of each regional staff directly concerned with instruction; supervising directors, subject fields; and members of the staff of Title I.

I enclose a statement outlining the plan which has the approval of the Associatite Superintendent, Division of Instructional Services.

The proposed time line for this course follows:

9:00 - 3:00

10/3	Career Education U.S.A. Career Education, Washington, D.C. History, Scope and Sequence
10/10	Career Awareness
10/17	Career Survey and Exploration
10/24	Career Preparation
10/31	Tapping Community Resources
11/7	Establishing the Prototype

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Division of Instructional Services
Career Development Exemplary Project
Browne Junior High School
24th & Benning Road, N.E.
Washington, D.C. 20002
Room 206

September 16, 1974

MEMORANDUM

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Supervising Directors, Subject Fields
Members of Title I Staff

FROM: Bessie D. Etheridge, Director
Career Development Exemplary Project

RE: Phase I
Mini Course - Orientation to Career Education

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10/24	Career Preparation
10/31	Tapping Community Resources
11/7	Establishing the Prototype

Unassembled. Follow-up

On or before December 6, 1974, Project staff will be available, at the convenience of regional superintendents, to meet with regional teams at their sites for conferences concerning plans for Phase II; Implementation Strategies

Please call to make an appointment for this conference.

Will you consider this offer and let us have your reactions to it on or before 9/27/74. We would like to include this series on our staff development calendar.

Regional Superintendents

If you decide to participate in this effort, please send us the names of persons from your staff who will attend, together with the location of your center and telephone numbers.

All Others

Please send your names, addresses and a telephone number where you can be reached during the day.

Bessie D. Etheridge

Bessie D. Etheridge
Director
Career Development Exemplary Project

Enclosures: 2

BDE/jcw

REPONSE SHEET

DATE________________________

REGION________________________

OTHER________________________

The following person (s) will participate in the mini-course, Orientation to Career Education:

NAME	OFFICE ADDRESS	PHONE

Signature________________________
Regional Superintendent

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Division of Instructional Services
Career Development Exemplary Project
Browne Junior High School
24th & Benning Road, N.E.
Washington, D.C. 20002
Room 206

CAREER EDUCATION COUNSELORS' MEETING

WHEN: Monday, October 21, 1974
1:30 - 3:00

WHERE: Language Lab - 1st Floor
Browne Jr. High School
24th & Benning Rd., N.E.

FACILITATOR: Martha J. Roache
Assistant Director

AGENDA

1:30 - 2:00	Rap on role of counselor in career education
2:00 - 2:30	Plan Career Guidance Week Activities
2:30 - 3:00	Develop strategies for implementation with the Parent Advisory Council

Dunbar High School

Staff Development Day
October 24, 1974

Career Education in the Inner City

AGENDA

The Dunbar Plan: January-June, 1974

- Assessment
- Basic Assumptions
- Objectives

You Were There Slides
Workshop, 1974

Dunbar Moves Ahead: Baby Steps
- The Resource Center
- The Guidance Component
- The World of Communications

The Road Ahead

B. D. Etheridge
Facilitator

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Division of Instructional Services
Career Development Exemplary Project
Browne Junior High School
24th & Benning Road, N.E.
Washington, D.C. 20002
Room 206

1st Semester Career Education

Workshop For Aides

WHEN: Tuesday, October 29, 1974
8:00 A.M. - 4:00 P.M.

WHERE: Career Education Center
Browne Jr. High School
Language Lab

FACILITATORS: Ellen Datcher
J. S. Rao
Martha J. Roache

AGENDA

8:00	Coffee & Registration
8:15	Sales & Responsibilities of Educational Aides
9:15	Scheduling
9:45	Break
10:00	Activity Period
11:40	Classroom Visitation
12:30	Lunch
1:00	Vocational Guidance Week Preparation
2:00	Demonstration of Xerox techniques
3:00	Developing Career Ed. Packets

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Division of Instructional Services
Career Development Exemplary Project
Browne Junior High School
24th & Benning Road, N.E.
Washington, D.C. 20002
Room 206

November 27, 1974

MEMORANDUM

FOR: All Project Personnel

FROM: The Staff
Career Development in the Inner City

RE: Education 670F

We are pleased to announce that Education 670F will be offered for project personnel beginning on January 25, 1975, and continuing on Saturdays through May 10, 1975.

An application blank is enclosed for your convenience. Please prepare it - in duplicate - and return both copies to us at Browne on or before December 15, 1974.

Except for the media experience, classes will meet at Browne.

Flyers announcing the course will be sent to your building so that others may have an opportunity to register.

Thanks for your interest and your patience.

Bessie D. Etheridge, Director

Ellen F. Datcher
Martha J. Roache
Jarugula S. Rao
Assistant Directors

Career Education K–12
D. C. Public Schools

MEMORANDUM

For: All Elementary Teachers
and Counselors

From: The Staff, CEIC
Re: MASS PRODUCTION WORKSHOP

Date December 7, 1974

Time: 9:00 - 12:00

Place: Browne Jr. High School
(Follow the signs.)

Please join us for a very productive morning.

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Division of Instructional Services
Career Development Exemplary Project
Browne Junior High School
24th & Benning Road, N.E.
Washington, D.C. 20002
Room 206

ANNOUNCEMENT

For All Project Personnel
Career Education in the Inner City

Education 670F
Orientation to Career Development

D. C. Teachers College

January 25 - May 10, 1975
at: Browne Jr. High School

Tuition- payable to D.C.T.C. -$40.00

Stipends available for project personnel

Application blanks available in your school office.

Please submit in duplicate.

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Division of Instructional Services
Career Development Exemplary Project
Browne Junior High School
24th & Benning Road, N.E.
Washington, D.C. 20002
Room 206

Workshop on Career Education In The Elementary School

When: Wednesday, December 11, 1974
1:00 - 3:00 P.M.

Where: Catholic University
O'Boyle Hall (Room 235)

Course: Competencies In Teaching
Mrs. Block, Instructor

Coordinator: Martha J. Roache, Assistant Director
Career Development Exemplary Project
D.C. Public Schools

AGENDA

1:00 - 1:30	Overview of Career Education
1:30 - 2:00	Examination of C. E. Materials
2:00 - 2:45	Participation In C. E. Activity
2:45 - 3:00	Wrap-up Session

DISTRICT OF COLUMBIA VOCATIONAL ASSOCIATION
FIRST ANNUAL CONFERENCE

April 25-26, 1975

Second Baptist Church
Falls Church, Virginia

AGENDA

Friday, April 25

8:00-9:00 A.M.	Registration Period

Morning Session

Presiding:	Santo Marzullo, Vice President D.C.V.A.
9:00-9:15	
Welcoming Remarks [illegible]	Josie M. Cole, Pres. D.C.V.A.
9:15-9:30	
Greetings [illegible]	
American Vocational Association	Dean Griffin, Associate Director, AVA
9:30-10:30	
Philosophy and Implementation of Career Education	Dr. Otho E. Jones Assistant Superintendent Division of Career Development Programs
10:30-10:45	
Question and Answer Period	
10:45-11:00	
Coffee Break	

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11:00-11:45

"Career Education in The Inner City"

Mrs. Ellen F. Datcher
Assistant Director
Career Education Team

11:45-12:00

Question and Answer Period

12:00-1:00

Lunch!!

Afternoon Session

1:00-3:00

"Career Education"
The Michigan Model

Dr. Addison S. Hobbs
State Director
Vocational Education and
Career Development
Service

3:00-3:15

Question and Answer Period

3:15-3:30

Coffee Break

3:00-4:30 Dr. David White

4:30-5:00 Question and Answer Period

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Division of Instructional Services
Career Development Exemplary Project
Browne Junior High School
24th & Benning Road, N.E.
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Room 206

Administrative Seminar

Thursday, May 8, 1975

AGENDA

10:00 - 10:15 a.m.	Welcome and Update Administrators --J.S. Rao
10:15 - 10:45 a.m.	Administrator's Report - Career Expo preparations in their schools. --Martha Roache
10:45 - 11:00 a.m.	Career Expo 75 Arrangements report from the project --Ellen Datcher
11:00 - 11:30 a.m.	Exploration of new activities for next year --J. S. Rao
11:30 - 11:40 a.m.	Question and Answer Session --All Staff

CAREERGRAM

FROM THE DESK OF: Ellen F. Datcher
Assistant Director E.F.D.

TO: Teachers, Counselors and Administrators in
Project Junior High Schools

ANNOUNCEMENT

Summer Seminar for project school personnel who have completed Ed. 670F and wish an additional in-depth experience with infusion strategies.

WHERE:	Browne Junior High School
WHEN:	Monday, June 16 - Friday, June 27th 9-12 noon
WHAT:	1st week: - Constructing Learning Packages and Learning Stations (5 Sessions) 2nd week: - Developing Gaming and Simulation Activities (5 Sessions)
Bonus:	Preparing Educational Media Materials June 17, 18,19th from 12:30 - 3:30 at Educational Media Center for the first 20 teachers who apply (3 sessions)
Stipend:	$15.00 per session

Indicate your preference on the attached pre-registration form and return the form to me immediately.

REMINDER: The Staff is also eagerly awaiting applications from personnel in our school who have not had Education 670F. This course is scheduled for July 7th to August 1st.

CAREER DEVELOPMENT EXEMPLARY PROJECT, BROWNE JUNIOR HIGH SCHOOL
24TH & BENNING ROAD, N.E.   396-5831 OR 396-5832

PRE-REGISTRATION

PLEASE REGISTER ME FOR THE FOLLOWING SUMMER SEMINAR SESSIONS:

(CHECK APPROPRIATE BOXES.)

☐ CONSTRUCTING LEARNING PACKAGES & LEARNING STATIONS

☐ DEVELOPING GAMING & SIMULATION ACTIVITIES FOR CLASSROOM USE

☐ PREPARING EDUCATIONAL MEDIA MATERIALS

NAME ______________________

ADDRESS ______________________

TELEPHONE ______________________

SCHOOL ________ SUBJECT ________ GRADE ________

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Division of Instructional Services
Career Development Exemplary Project
Browne Junior High School
24th & Benning Road, N.E.
Washington, D.C. 20002
Room 206

A Cordial Invitation
to
Our Friends and Supporters

2ND ANNUAL BANQUET sponsored by the Career Education Parent Advisory Council

WHEN: Thursday, June 5, 1975

WHERE: Naval Officers' Club
9th & F Streets, Southeast
Washington, D.C.

WHAT: Entertainment
Cash Bar - 6:30
Buffet Supper - 7:30
Awards

COST: $8.00

Deadline: JUNE 1, 1975

Please reserve ________ tickets for me (and my guests).

NAME ____

ADDRESS ________________________________ telephone ____________

Send checks or money orders to:

Mrs. Nettie Banks,
Counselor
Syphax School
Half & N Sts., S.W. 20024

Deadline: June 1, 1975

CAREER DEVELOPMENT PARENT ADVISORY COUNCIL

Murice Jefferies	*Co-Chairperson*
Jim Spicer	*Co-Chairperson*
Edmonia Hunt	*Recorder*
Nettie Banks	*Treasurer*
Valerie Watson	*Chaplain*
Beatrice Alexander	*Parliamentarian*
Robert Jackson	*Sgt. at Arms*
Namon Mitchell	*Teacher Advisor*
Mildred Ridgley	*Teacher Advisor*
Geraldine Garner	*Counselor Advisor*
Johnetta Kelly	*Counselor Advisor*
Darryl Erby	*Student Advisor*
Towanna Franklin	*Student Advisor*
Tyrone Gaines	*Student Advisor*
Charlotte Watson	*Student Advisor*

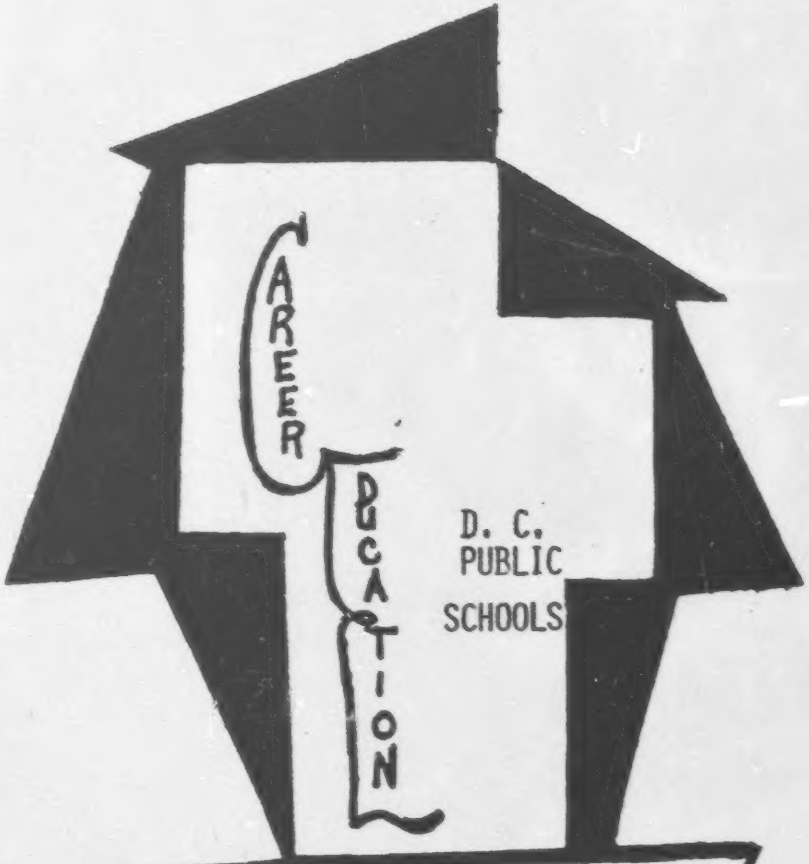
CAREER DEVELOPMENT EXEMPLARY PROJECT STAFF

Bessie D. Etheridge, Director

Ellen F. Datcher
Jarugula S. Rao
Martha J. Roache, Assistant Directors

The Career Development Exemplary Exemplary Project gratefully acknowledges the splendid support provided by the parents, teachers, students and administrators in Project schools; and the community resource persons who have made Career Education a reality in the D.C. Public Schools this year, 1974-75.

We also appreciate Center-City Community Corporation and Lindsey Associates for their contributions. We also appreciate the door prizes so generously donated by the Hecht Company, Toast and Strawberries, Woodward & Lothrop and our friends.



2nd ANNUAL BANQUET

NAVAL OFFICER'S CLUB
THURSDAY JUNE 5, 1975

6:30 p.m.

BANQUET PROGRAM

****

Presiding	Johnetta Kelly, Counselor Terrell Junior High
Greetings	Dr. James T. Guines Associate Superintendent Division of Instruction D.C. Public Schools
Musical Selection . .	Theodore Jennifer, Soloist Assistant Principal Randall Junior High
	Gwendolyn Jennifer, Pianist
Invocation	Rev. Hennie Brown, Pastor First Baptist Church Cycoline, Virginia

***********BUFFET DINNER ***********

Creative Dance . . .	Carole Banks Deborah Knight Junior High School Students
Report on Parent Council Activities.	Murice Jeffries, CO-Chairperson, Career Development Advisory Council
Musical Selection . .	The Jennifers
Report on Project Activities	Bessie D. Etheridge Director Career Development Exemplary Project
Remarks	The Honorable Harry T. Alexander, The Superior Court of the District of Columbia
Dramatic Reading . .	Artensia Hawkins, Student Western High School of Performing Arts
Special Thanks . . .	Martha J. Roache Assistant Director Career Development Exemplary Project
African Dance	Joyce Hunt Rosinda Hickman, Students Jefferson Junior High
Introduction of Special Guests. . .	Beatrice Alexander, Teacher Jefferson Junior High
Musical Selection . .	The Jennifers
Closing Remarks . . .	James Spicer, CO-Chairperson Career Development Parent Advisory Council
Benediction	Valerie Watson, Chaplain Career Development Parent Advisory Council

*******BANQUET COMMITTEE*******

Beatrice Alexander
Nettie Banks
Johnetta Kelly * Program Chairman
James Spicer
Martha J. Roache - Coordinator

CAREER EXPO '75': A Chronicle of Progress

AN OPEN INVITATION TO THE WASHINGTON COMMUNITY

Directed by the staffs of the Career Development Exemplary Project and the Division of Career Development Programs. Sponsored by the D.C. Board of Education Committee on Adult Education and Career Development.

Saturday, May 17, 1975

Browne Jr. High School
24th & Benning Rd., N.E.
Washington, D.C.
Auditorium (Opening Exercises)

9:00 A.M. --- 2:00 P.M.

Keynote Speaker: Dr. Kenneth Hoyt, Director
Office of Career Education
U.S. Office of Education

ALSO: People Who Have Made Career Education a Reality in D.C.

Exhibits of Instructional Materials

Multi-Media Presentations

*Bring a sandwich or two - Coffee, punch and dessert will be served

---

CAREER EXPO 75 PRE-REGISTRATION CAREER EXPO 75

NAME:____

ADDRESS:____Tel.#__________

EDUCATION POSITION:________________________________

(Ex., student, parent, community leader, teacher, administrator, Board member)

Return this form to: Mr. George A. Clanton, Bruce Administration Building
770 Kenyon Street, N.W., Washington, D.C. 20010

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1:00 p.m.

COMMITTEE MEETING
LIBRARY

Presiding

Mrs. Barbara Lett Simmons
Chairlady
Committee on Adult
Education and Career
Development
D. C. Board of Education

PLANNING COMMITTEE

Ms. Bertha Bolden
Ms. Erna Chapman
Mr. George Clanton
Ms. Bessie Etheridge
Ms. Linda Freeman
Dr. Dennis Golabek

Ms. Susie Morgan
Dr. Jarugula Rao
Ms. Martha Roache
Ms. Angela Shelby
Mr. Sol Silverman
Mr. Edward Tangman

Ms. Ellen Datcher, Coordinator

The Committeé gratefully acknowledges the splendid support provided by the Staff of Browne Junior High School; teachers, counselors, administrators and parents in other project schools; students; and, the community resource persons who have made Career Expo '75 possible.

We also appreciate the door prizes so generously donated by The Hecht Company, Toast and Strawberries, Woodward & Lothrop, and our friends.

C A R E E R
X
P
O '75

A CHRONICLE OF PROGRESS

Directed by the Staffs of the Career Development Exemplary Project and the Department of Career Development Programs. Sponsored by the D. C. Board of Education Committee on Adult Education and Career Development.

Browne Junior High School
24th & Benning Road, N. E.
Washington, D. C.

May 17, 1975

OPENING SESSION
AUDITORIUM

9:00 a.m.

Presiding	Mrs. Bessie D. Etheridge Director Career Development Exemplary Project
Greetings	Col. William Rumsey Deputy Director Department of Recreation District of Columbia
	Mr. Albert Long Chairman D. C. Vocational Education Council
Musical Selections	Browne Junior High School Glee Club Mrs. J. Delaney, Director
Speaker	Dr. Kenneth B. Hoyt Associate Commissioner for Career Education United States Office of Education
Remarks	

10:00 a.m.

RIBBON CUTTING

10:00 a.m. - 12:00 noon

EXHIBITS & DEMONSTRATIONS
(See Floor Plans)

11:30 a.m.

Randall Modern Dance Group	Auditorium

12:00 noon

LUNCHEON
CAFETERIA

Presiding	Dr. Otho Jones Assistant Superintendent Department of Career Development Programs
Greetings	Mr. James Spicer Chairperson Career Education Parent Advisory Council

LUNCHEON

Fashion Show	Distributive Education Clubs of America
Speaker	Dr. Barbara A. Sizemore Superintendent D. C. Public Schools
Evaluation	Ms. Susie Morgan Supervisor Career Advisors

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
REGIONAL SUPERINTENDENT • REGION VI
SHAED ELEMENTARY SCHOOL
[illegible] & DOUGLAS STREETS, N.E.
WASHINGTON, D.C. 20002

RECE
CAREER DEVELOPM
MAR 1 8 197

REGION VI
CURRICULUM/STAFF DEVELOPMENT
PLANS FOR PROFESSIONAL DEVELOPMENT DAY
March 21, 1975
1:15 p.m.

Group I - Career Education
Penn Center

Information about the Career Development Exemplary Project
-Mrs. Martha Roache
Consultant

Group II - Library Science
Hamilton Junior High
Topics:
- Open Scheduling
- Use of the School Media Center
- In-service Workshops for Teachers
- Media Centers and Individualization

Group III - Science
Rabaut Junior High
- Setting guidelines for communication between levels
- Planning for workshops to share ideas and techniques

Group IV - Special Education, Counseling and Student Development
Emery School
- Discussion of areas of concern identified at previous meeting.
- A look at guidelines and possible solutions to problems
- Exchange of strategies

Summer Staff Development for Counselors

Nathaniel Hill, Supervising Director, Guidance

Group V - Foreign Language
Rabaut Junior High
-Bring a technique to share
-Bring list of resources available in the Washington Metropolitan Area
-Discuss means of individualizing for language instruction on all levels
-Discuss basic curriculum for each level
-Discuss means for assuring transition between levels

A SPECIAL: Video-tape of Spanish in the first grade.

Group VI- Home Economics
Taft Junior High
Sharing ideas, units, and techniques used to attain educational goals of Region VI.
Establish a resource bank of ideas.

Group VII- Art
Slowe Elementary School
A. General art tips
B. Workshops
Four (4) of the following will be scheduled based on requests:

Painting	Stitchery	Cut Paper
Puppets	Weaving	Print Making

(Each participant must list choice of 4 on response form. Also, bring an idea to share. Groups to be limited to 20.)

Group VIII- English
Backus Junior High
Multi-Dimensional Approaches to Instruction
Opportunity to share ideas and techniques that are effective in the following approaches:
- Multi-level
- Multi-lingual
- Multi-disciplinary
- Multi-age
- Multi-cultural

(Bring an idea to get an idea)

A SPECIAL! Video-tape: Multi-level Instruction at Burroughs

Group IX - Mathematics
Shaed School

A. What Works for Me!
Bring one or two ideas which you have found to work in developing a mathematical concept or skill.
Ex. Card Games
Tangram Puzzles
Drill Activities
(Copies to share with others)

B. One Way to Go
Video taped lessons developed by two junior high teachers after studying results of Criterion referenced test.

C. Planning for task force to
- modify K-12 mathematics program for Region VI
- coordinate use of materials
- assess needs for change

Since some mathematics teachers may be attending the NCTM convention on this date, the number responding for this group by March 14 will determine whether this session will be held.

If you are unable to attend this meeting but are interested in participating in the task force referred to in item C, please notify your building chairman.

March 27, 1975

Memorandum to: Mrs. Audrey Gray, Principal
Goding Elementary School

From : Rosalie R. Kennedy Rosalie R. Kennedy
Director of Planning, Region IV

This is to confirm our telephone conversation of this morning relative to Region IV workshops in Career Education for local school teams.

Workshops will be scheduled on the mornings of April 15, 22nd and 29th.

The first day's theme will be "Foundations of Career Education". We deeply appreciate your gracious acceptance of our invitation to participate in this introductory session. Your theme will be "A Developing Career Education Program Grades Pre-K-6".

The second day will be devoted to visiting Region IV Career Ed Programs. We appreciate your willingness to accept our visit even though Title I evaluators may be also present. We understand that if the evaluators are present, we will visit and confer with upper level program personnel only. We will contact you as soon as possible to confirm time and place for April 15, and time for April 22.

Again, thanks to you and the Goding Team for assisting in the effort to develop a sensitivity in Region IV for the new thrust of Career Education in elementary programs.

RRK:cet

cc: Mrs. Parker
Mr. Earle Bannister
Dr. J.S. Rao ✓

Madison Administration Building

Staff Development
Region IV

Career Education Workshop For Local School Teams
Session 3
Wednesday, May 21, 1975

Agenda

Besure you have registered at the door,

9:00 - "Hi" Time
- Greetings
- Summarization of two previous sessions
- Questions
- Post Test

9:20 Show Time
- Presentation: The Nightingale Conant Library (an attitude change package)

9:45 Talk Time
- Discussion: Steps in Implementation of a Successful Career Education Program

10:00 Team Time
- Preliminary Planning for 1975-76

11:30 Interaction Time
- Sharing plans and ideas

11:50 Evaluation Time

Please leave post-test and evaluation sheet with the Facilitators.

Thank You

Guidance Branch

April 29, 1975

RECEIVED
CAREER DEVELOPMENT PROJECT
MAY 1 1975

Ms. Ellen Datcher
Assistant Director
Career Development Exemplary Program
Browne Junior High School
24th and Benning Road, N.E.
Washington, D.C. 20002

Dear Ms. Datcher:

Your presentation at the meeting of the counselors from Regions I and III on Thursday, April 24 at the Orr Elementary School was laudable.

The involvement of the counselors in your plan, the informality of the discussion, and the exchange of ideas had great value and really made the meeting concern itself with the informational needs of the counselors.

We always are delighted to have you share your expertise and enthusiasm in career development with us.

Again, thank you so very much.

Sincerely,

Nathaniel E. Hill
Supervising Director

NEH:emo
cc: Ms. Etheridge ✓
Dr. Millard

D R A F T

REGION V WORKSHOP
Thursday, May 29, 1975
ORIENTATION TO CAREER EDUCATION

THEME: Foundations of Career Education

AGENDA

8:45 - 9:15 a.m.	Pretest and Slide Presentation Dr. J. S. Rao Career Development Exemplary Project
9:15 - 9:30 a.m.	Greeting and Welcome Mrs. Lucille Gayle Career Education Coordinator Region V
9:30 - 10:00 a.m.	Career Education in the Nation and in the District of Columbia Mrs. Bessie D. Etheridge Director Career Development Exemplary Project
10:00 - 10:15 a.m.	COFFEE BREAK
10:15 - 11:00 a.m.	Career Awareness - Grades Pre-K - 6 Bundy Elementary School Team Career Survey and Exploration-Grades 7 - 9 Terrell Junior High School Team
11:00 - 11:40 a.m.	Career Education Action Plan by School Teams
11:40 - 12:00 Noon	. Reporting by School Teams . Posttest

FACILITATORS:

Mrs. Lucille Gayle
Region V Career Education Coordinator

Dr. J. S. Rao
Assistant Director
Career Development Exemplary Project

THE FEDERAL CITY COLLEGE
OFFICE OF THE DEAN
SCHOOL OF EDUCATION
1424 k street, n.w., washington, d.c. 20005
(202) 727-2113

May 13, 1975

Mrs. Ellen Datcher
Career Development Exemplary Project
Brown Junior Hihg School
24th and Benning Road, N.E.
Washington, D.C. 20002

Dear Mrs. Datcher:

It is always a pleasant and informative session when you address the TRENDS in CONTINUING EDUCATION class. Your project is an exciting one and the class gained many insights from your presentation. Don't be surprised if you see some of them on May 17th.

Thank you again for your responsiveness and support.

Yours truly,

Jeanne E. Lea

Jeanne E. Lea
Assistant Dean

THE FEDERAL CITY COLLEGE
OFFICE OF THE DEAN
SCHOOL OF EDUCATION
1424 k street, n.w., washington, d.c. 20005
(202) 727-2113

December 6, 1974

Mrs. Elsa Datcher
Browne Junior High School
24th and Benning Road, N. E.
Washington, D. C. 20002

Dear Mrs. Datcher:

The Trends in Continuing Education class was extremely excited about the history and progress of your career education project. Your discussion provided basic insights as to the concepts of career education and D. C. Public Schools' implementation efforts.

Thank you for sharing this information with us.

Sincerely yours,

Jeanne E. Lea

Jeanne E. Lea
Associate Professor of Adult Education
and Assistant Dean

ESAA - CAREER EDUCATION COMPONENT
District of Columbia Public Schools
Bruce Administration Building
770 Kenyon Street, N.W.
Washington, D.C. 20010
(202) 291-7080

March 27, 1975

MEMORANDUM

TO: Mrs. Ellen Datcher, Assistant Director
Career Development Exemplary Program

FROM: Mrs. Angela M. Shelby, Project Coordinator AMS
ESAA-Career Education Component

SUBJECT: Course, "Career Education in the Secondary Schools,"
ESAA-Career Education Component sponsored

The interview panel by popular vote was a most effective method in accomplishing our course objective to promote and/or clarify understanding of the nature and progress of career education program in the D. C. School System.

Needless to say, the success of the panel technique would not have been acclaimed had it not been for your efficient and gracious participation.

We are delighed with the overall resulting effectiveness.

Thank you for your time, effort and expertise.

WASHINGTON TECHNICAL INSTITUTE

May 9, 1975

Mrs. Ellen F. Datcher
Asst. Director Career Education Team
Career Development Exemplary Project
Browne Junior High School
24th & Benning Road, N.E.
Washington D.C. 20002

Dear Mrs. Datcher:

Thank you for appearing at the First Annual Conference of the District of Columbia Vocational Association on Friday, April 25th, 1975. Our participants were unanimous in expressing their pleasure at your wonderful presentation. It was truly in informative and well received.

Sincerely,

Santo P. Marzullo

Santo P. Marzullo
Vice President
District of Columbia
Vocational Association

cc: Bessie D. Etheridge
Project Director

Tulsa County Area Vocational-Technical School District No.18

oe W. Lemley, Ed.D., Superintendent

CAREER EDUCATION PROJECT
Herman Grizzle, Project Director
502 West Sixth
Rucker Building
Tulsa, Oklahoma 74119
Phone (918) 584-0471, Ext. 216

April 24, 1975

Mrs. Bessie D. Etheridge
Project Director
Career Development Exemplary Project
Browne Junior HIgh School
24th & Benning Road, N.E.
Washington, D.C. 20002

Dear Mrs. Etheridge:

I wish to express my sincere appreciation to you for sending career information and materials. The information and materials are being studied and are very beneficial to the Tulsa County Career Education Program. If you develop other Career Education materials, I would appreciate receiving copies.

I was indeed a pleasure to hear from you and if I can be of any service to you, please let me know.

Sincerely yours,

Herman Grizzle

Herman Grizzle, Director
Career Education Tulsa County

HG:dm

DISTRICT OF COLUMBIA TEACHERS COLLEGE
1100 HARVARD STREET, N. W.
WASHINGTON, D. C. 20009

RECEIVED
CAREER DEVELOPMENT PROJECT
MAY 13 1975

May 7, 1975

Mrs. Bessie Etheridge
Director of Career Development Exemplary Project
Browne Junior High School
24th and Benning Road, N. E.
Washington, D. C. 20002

Dear Mrs. Etheridge:

This is to thank you for making it possible for the Senior Student Teachers in the Elementary Education Seminar to attend a Workshop in Career Education led by Mrs. Martha Roache on Friday afternoon, April 25, 1975. In behalf of my students and myself I want to express our appreciation to Mrs. Roache for a very lively, interesting, and stimulating afternoon. We were able to become aware of the philosophy, objectives, and concepts of Career Education, to participate in activities related to these ideas, and to become familiar with some of the materials used in the program. I feel sure that these new beginning teachers in the elementary schools will be able to use to good advantage the many exciting ideas we gained from the Workshop.

Sincerely yours,

Elizabeth B. Goldstein

Elizabeth B. Goldstein, Head
Department of Elementary Education

COPY

RECEIVED
CAREER DEVELOPMENT PROJECT

MAY 14 1975

May 12, 1975

Mrs. Martha Roache
Assistant Director
Career Development Exemplary Project
Browne Junior High School Room 206
24th & Benning Road, Northeast
Washington, D.C. 20002

Dear Martha:

The Region VI Curriculum/Staff Development Team wishes to thank you for the excellent presentation you made for the Professional Development Day activity on March 21, 1975 at the Penn Center.

Your information concerning the Career Development Exemplary Program and the types of activities in which you involved the teachers were extremely worthwhile. All of the evaluations from this activity indicated how effective you were and how informative this workshop was.

Your contribution to the in-service program in Region VI is greatly appreciated.

Very truly yours,

Wilma W.Wood
Director Curr/Staff Development

cc: Mrs. Etheridge
Dr.Freeman

5817 Fourth Street, N. W.
Washington, D. C. 20011
June 7, 1975

Ms. Bessie D. Etheridge
Project Director
District of Columbia Career Development
Exemplary Project
Brown Junior High School
Twenty-fourth Street and Benning Road, N. E.
Washington, D. C. 20019

Dear Bessie,

I wish to thank you, most heartily, for the time and expertise you gave to the validation of my color slide/tape presentation, "Career Education .... A Place For Me." Your responses to the questionnaire, valuable suggestions and constructive criticisms were extremely beneficial to me in the final revision of the slide/tape presentation. As many of the suggestions as feasibly practicable, within the time frame set and to the extent possible, were incorporated into the project.

I am profoundly grateful to you for your assistance in this important phase of my work. My thesis, "A Prototype Conceptual Framework For Career Education In The Elementary School (English and Spanish)," was certified and accepted by the Graduate School of the University of Maryland.

With best wishes to you for continued success in your work and a very restful, relaxing summer, I am

Very truly yours,

Edna

Edna D. Mayronne

RECEIVED JUN 11 1975

United States Department of the Interior

NATIONAL PARK SERVICE
NATIONAL CAPITAL PARKS-WEST
1100 OHIO DRIVE SW.
WASHINGTON, D.C. 20242

EPLY REFER TO:

16 July 1975

Dr. J.S. Rao
Career Development Exemplary Project
Brown Junior High School, Room 103B
24th and Benning Road NE
Washkngton, D.C. 20002

Dear Dr. Rao:

Well, I think we had a successful day yesterday, I was very pleased with the response from both the teachers involved and the guest speakers. Everyone seemed to enjoy the experience. My only hope is that they transmit the information and opportunities to their students.

Attached is the list of speakers yesterday, their addresses and phone numbers. Hope they will be of use to your class.

If I can help in anyother way, please let me know.

Yours truly,

Vicki

Vicki Glenn
Program Coordinator
Lightship Chesapeake

enc.

RECEIVED JUL 21 1975

LEWIS HOTEL-MOTEL SCHOOL
International Headquarters School and Home Study Center
2301 PENNSYLVANIA AVENUE, NORTHWEST WASHINGTON, D.C. 20037

July 29, 1975

Jargula S. Rao
Assistant Director
Division of Instructional Services
Browne Jr. High School
24th & Benning Road, N.E.
Washington, D.C. 20002

Dear Dr. Rao:

On behalf of the Lewis School I want to thank you for the privilege of showing you and your colleagues our training facilities. It was a most attentive group, making the tour, discussions, and interchanges highly enjoyable.

Needless to say, we at the Lewis School believe in, and are dedicated to, vocational education as a viable career-development alternative to college. We hope that we were able to convey our enthusiasm for the work we are doing and that you and your counselors departed with a favorable impression of our facilities and staff.

Again, Dr. Rao, many thanks for the opportunity to show our school. We hope you will continue to call on us whenever there is a need.

Sincerely,

George Hoyer
George Hoyer
Vice President

Training Men and Women for Successful Careers in Hospitality Since 1916!

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Division of Instructional Services
Career Development Exemplary Project
Browne Junior High School
24th & Benning Road, N.E.
Washington, D.C. 20002
Room 206

April 25, 1975

CAREER EDUCATION SESSION FOR STUDENTS

SUBJECT: Orientation to Health Careers

WHEN: Monday, April 29, 1975

WHERE: Art Department - Dunbar High School

INSTRUCTOR: Stanley White

FACILITATOR: Martha J. Roache
Assistant Director
Career Development
Exemplary Project

AGENDA

- Slide-Tape on Health Careers
- Health Game
- Rap on Health Careers
- Plan Art and Health Project

SPINGARN-DUNBAR STAY HIGH SCHOOL

CAREER EDUCATION WEEK

Nov. 11 - 15

SPEAKERS

Mrs. M. Jaffries, Career Education Parent Advisory Council	......Student-Parent Dyad and Career Education
Mrs. A.H. Munlyn, Educational Specialist, CEPAC	......Parent's Perception of the School's Role in Career Educ.
Mr. L. Gray, Teacher-Coordinator	......Curriculum Trends
Mrs. B.D. Etheridge, Project Director of Career Exemplary Program in D.C. Schools	......The Status of Career Educ. in D.C. Schools

R. Jordan,
Principal

G.H. Calhoun
E.R. Rousseau,
Counselors

Directions Acquaint Students With Innumerable Careers

Deborah Tillman

Listening to guest speakers and watching films about various careers highlighted Career Education Week, Nov. 11-15.

The week kicked-off with an address by Dr. Kenneth Hoyt, associate commissioner, U.S. Office of Career Education. Dr. Hoyt stated three questions that students must ask themselves: 1. What is important to me? 2. Why should I work and what will work mean to me? 3. What is possible for me?

In the next day's assembly, School Superintendent, Mrs. Barbara Sizemore's address made students aware of what to expect and how to prepare themselves for the twenty-first century.

"A black person who settles for a low position is stupid. You should always reach for higher things," said Mrs. Sizemore.

Following Mrs. Sizemore's address a film entitled, "Where Do We Go From Here?", focused on the positions in America's third leading business, the restaurants.

The closing assembly featured Mrs. Bessie Etheridge, Project Director of Career Development Exemplary Project.

"Students today are very lucky because they have guidance counselors and career counselors to help them in making decisions for the future. My generation was not that lucky," said Mrs. Etheridge.

Also present on the stage was a former Dunbarite, Mr. Nathaniel Hill.

Entertainment in assemblies was furnished by the Choir and the Band.

To help emphasize the week, each class perpared a bulletin board in its homeroom. Also the students and faculty wore badges telling what career they were plugging into.

Many classes invited speakers to give lectures about specific careers. Films were also shown as a part of the lesson. Among the speakers were Mr. Clive Amos, Metro representative; Mr. Bob Bates, from Senator Kennedy's office; Mr. Eugene Greene, pianist and J. C. Haywood, *Eye Witness News* reporter.

Other speakers included Mrs. Helen D. Hellway, Barbizon School of Fashion; Mrs. Willa Johnson, professor of Afro-American Studies and Mr. Del Lewis, public relations officer, C & P Telephone Company.

On the last day of Career Week, students switched roles with the administrators and teachers, Deborah Deborah Tillman was principal.

Students serving on the Career Education Parent Advisory Council are Darryl F by and Charlotte Watson, twelfth grade representatives; Tawanna Franklin, eleventh grade representative, and Tyrone Gaines and Deborah Glover, tenth grade representatives.

Mrs. Claudine L. Mitchell, tenth grade counselor serves, as the coordinator of the Career Development Exemplary Project.

DUNBAR NEWS REEL
DECEMBER 19, 1974

12—74

dcsca

National Guidance Career Week

SECONDARY COUNSELOR STYLE

A CAREER GUIDANCE WEEK TO REMEMBER: Dunbar High School

"PLUG INTO A CAREER" the red badges proposed, and each student, teacher, administrator, guidance counselor, parent, and invited visitor enthusiastically pinned on a badge each day during a rousing Career Education Week, November 11 through November 15, 1974.

Using the theme, "Where Do We Go From Here?", the Dunbar Department of Guidance, in cooperation with the Career Development Exemplary Project's program under Instructional Services(whose able director, Mrs. Bessie Etheridge), with the assistance and cooperation of administrators, counselors, and teachers at Dunbar planned and executed an exciting week of career activities. Mrs. Claudine Mitchell, guidance counselor, served as coordinator of the event.

The stirring parade of activities began on Monday morning with an address by Dr. Kenneth Hoyt, Associate Commissioner, Office of Career Education, US Office of Education. Speaking to the entire student body, Dr. Hoyt urged the students to look for and find a meaningful career among the many choices which the coming week would introduce to them. He spoke of his own early years and how uncertainties about his future made him very sympathetic with the young as they think of the future. Mrs. Phyllis R. Beckwith, in thanking Dr. Hoyt, reminded students of the many career choices the students of today are able to make and that in their classes, all during the week, they would be able to view films, filmstrips, posters, and pictures. They would hear speakers, see demonstrations, hear about careers in the areas of computer programming, salesmen, writers, artists, models, secretaries, physicians, engineers, and buyers.

For the balance of the day students moved into several classrooms. If they were interested in a particular demonstration, they were permitted to attend that class.

On Tuesday morning, Mrs. Barbara Sizemore, Superintendent of DC Public Schools, spoke briefly and encouragingly to the students, reminding them that the future is wide open and the successful attainment of their goals is up to them.

Again students were given the opportunity to move to classrooms of their choices and hear about careers in the arts, veterinary medicine, oceanography, animal husbandry, all of which are being taught at Washington Technical Institute.

Later that evening at the PTA Meeting, Dr. Margaret Labat, Regional Superintendent, Region IV, discussed with the parents, teachers and students the importance of the PACTS program, explaining that in combining the talents and energies of parents, administrators, community, teachers, and students, a good education can become a reality.

A steady stream of professionals continued to flow into the school on Wednesday and Thursday, among them the polished, attractive J. C. Hayward of WTOP-TV, who gave a fascinating talk to the journalism class on the importance of communication in any career you can name since the exchange of ideas between people depends on clarity of the written and spoken word. Her message to the intent students was to study and polish the art of communication. (See Page 6, Career, Ramsey)

12 - 74

dcsca

CAREER - RAMSEY (cont from page 5)

Mrs. Bessie Etheridge, the keynote speaker, summed it all up in the closing assembly on Friday, saying that Dunbad High School students and staff had proven that Dunbar had been a good choice for the pilot high school program in the District of Columbia and she knew that this was just the beginning of learning more about career opportunities and alternatives in the 1970s.

Mr. Nathaniel Hill, Supervising Director of Guidance and Counselling, DC Public Schools, congradulated all on a week of dynamic and worthwhile career activities.

------------ Toni Ramsey
Counselor

Newsletter
D.C. School Counselors Assoc.
December, 1974

CAREER DEVELOPMENT TAKES A SHOT AT STUART

Ms. Martha Roache and
Mrs. Ellen Datcher

Mrs. Ellen Datcher and Mrs. Martha Roache came in during the first week of school to bring loads of Career Development ideas and materials.

They met with Mrs. Jacqueline Pegram (who is the building coordinator) and mapped strategies for incorporating career experiences with each and every class.

Two Staff Development days have been planned by Mrs. Pegram and the Mobe Team when teachers experienced "hands-on" activities.

One such activity was when the teachers learned how to photograph and develop black and white pictures. The film and cameras were supplied by Mrs. Datcher and her team; and teachers learned the importance of knowing what chemicals are necessary for developing film.

In another workshop, teachers learned specific careers which are related to the subjects that they teach.

Photographers, Lionell Neal and Kenneth Irby, along with Mr. Walter Bryant, participated in the National Science Teachers Association's National Convention on November 21, that was held at the Sheraton Park Hotel They demonstrated their skills in photography. Their experiences are a direct result of Career Development here this year.

Mrs. Datcher and a team of career experts headed a workshop last summer in which fourteen teachers here participated along with many other teachers in the District of Columbia Schools.

BY CECILIA HAMLETT

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Division of Instructional Services
Career Development Exemplary Project
Browne Junior High School
24th & Benning Road, N.E.
Washington, D.C. 20002
Room 206

CAREER EDUCATION NEWSLETTER

BULLETIN NO. 2 - NOVEMBER 1974

EDITOR: Martha J. Roache
Assistant Director
Career Development Exemplary Project

LIFE'S TESTS

If never a sorrow came to us, and never a care we knew;
If every hope were realized, and every dream came true;
If only joy were found on earth, and no one ever sighed,
And never a friend proved false to us, and never a love one died,
And never a burden bore us down, soul sick and weary too;
We'd yearn for tests to prove our worth and tasks for us to do.

— Edgar A. Guest

SPOTLIGHT ON PROGRESS

The Career Education Mini-course for Regional Administrators has been meeting from 9:00 - 3:00 on Thursdays. Our staff has been very pleased with the participation and interest shown by these educators.

We had a very good meeting with all Career Education Counselors on Monday, October 21, 1974. Approximately thirty-five counselors met to discuss their role in the Career Education Program.

The Career Education team at Goding Elementary School gave an outstanding presentation to the faculty. These teachers have done a fantastic job in decorating their resource room. Thanks to Mrs. Gray and Mr. Burgess for making a classroom available for Career Education.

The Career Education Aides had a workshop on Tuesday, October 29, 1974. The aides worked on scheduling and teaching strategies for their work in the schools.

We welcome Gloris Lawrence as a Title I Aide at Randall to our program.

Ann Booth, Career Education Aide, and myself had a face painting booth at the Georgetown Festival on Saturday, October 5, 1974. The children really had a lot of fun being made-up as clowns or Indians. Pictures of our completed work were in the October Georgetowner Newspaper. Copies of the career education study sheet given to the children and parents can be obtained in our office.

The following schools have resource rooms set up for career education being run by our aides:
AMIDON - Jackie Haggans
LENOX - Joyce Millian
SYPHAX - Lynda Williams
TYLER - JoAnn Green
We certainly want to thank the principals of these schools for making it possible for career education resource rooms to be established.

Jefferson Junior High School has weekly career education planning sessions during the lunch periods. The teachers are busy planning for their Career Day on November 20, 1974.

The following teachers have been re-elected as officers in the Career Education Parent Advisory Council:
Nettie Banks - Treasurer
Beatrice Alexander - Parliamentarian
Richard Jackson - Sargeant-at-arms
Geraldine Garner and Johnetta Kelly - Counselor Representatives
Luana Branch and Mildred Ridgley - Teacher Representatives
We also welcome four student representatives from Dunbar to our Parent Advisory Council.

Drew teachers are planning career education tours to Woodson Senior High School.

Syphax has built a small village for the students including a bank being run by parents.

SPECIAL NOTE

I have been summoned for jury duty during the month of November. If there are any changes in my schedule, I will let you know immediately.

Get well wishes go out to two fine members of our career education family: Geraldine Garner, Counselor at Tyler School, and Delores Stuckey, Career Education Aide, C.D.E.P. Office. We hope that they will have a speedy recovery. They are certainly missed in our program.

Please place your newsletter in a three-ring binder so that you can refer back to past copies whenever the need arises.

Mrs. Datcher, John Witmer, and myself will be participating in the Science Educators Convention being held here in D. C. on Saturday, November 23, 1974, at the Sheraton Hotel. We will be giving a presentation on the Career Education Program here in D. C. and how it relates to Science.

Check your school library to see what Career Education books, study prints, filmstrips, etc., are available for use.

The next Career Development Parent Advisory Council meeting will be on Tuesday, November 12, 1974, from 9:30 - 11:00 a.m. at Dunbar High School. All parents and teachers are welcome to attend.

National Career Guidance Week is November 10-16. What are you planning to do? Please let us know. Don't forget to have your students participate in the poster contest.

PEPCO has several programs related to career education. The pepmobile can be sent to your school on request. (Suggested grades 5-12). Also an installer can come to your school for a demonstration (K-12).

CAREER GUIDANCE WEEK IDEAS

1. Turnabout Day - students assume school jobs for the day.
2. Career Education Spelling Bee
3. Poster Contest
4. Film Festival on Jobs
5. Invite parents to rap on their jobs.
6. Visit a work site with pupils.

NOVEMBER DATES

(How can you incorporate these dates to career education?)

November is Good Nutrition Month
American Art Week - November 3 - 9
National Childrens' Book Week - November 10-16
National Career Guidance Week - November 10-16

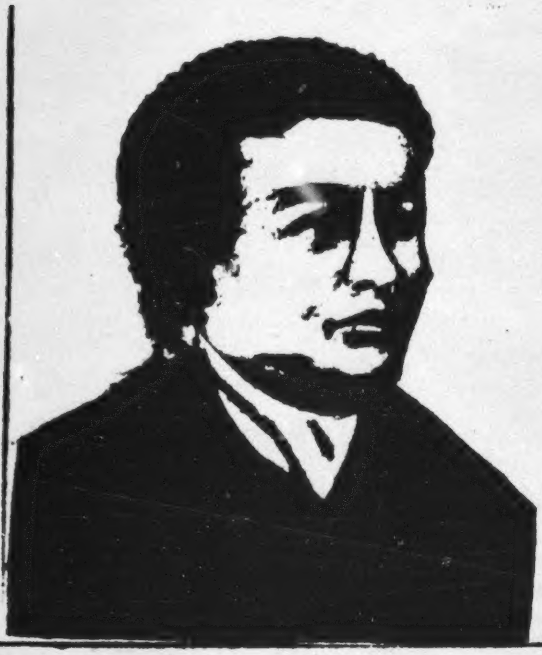
November 1 - Clarence White helped to beam radar to the moon. Died, 1969.
" 5 - D. C. Council Election Day
" 9 - Benjamin Banneker, Born 1731 (Information sheet enclosed).
" 16 - W. C. Handy, "Father of the Blues," born 1873.
" 24 - Birthday of Congressman Ron Dellums of California
" 28 - Thanksgiving
" 29 - Birthday of Thurgood Marshall, first Black on the U. S. Supreme Court.
" 30 - Birthday of Gordon Parks

NEW CITIES HAVE BEEN PLANNED

Some whole cities have been planned before they were build. The City of Washington, D. C. was planned before the work of building began. Benjamin Banneker, an Afro-American, helped plan the capital city. It was planned during the time of George Washington.

What things about Benjamin Banneker show that he had many ideas?

Why are new ideas good in helping to plan new cities?



BENJAMIN BANNEKER

(1731-1806)

Benjamin Banneker studied very hard in school. He liked mathematics and astronomy.

He wrote an almanac and made the first clock that struck the hours. He learned about weather, and how to use what he knew about it in farming.

Benjamin Banneker studied all through his life. He used what he had learned about mathematics to know how to measure land.

IN-PUT FOR NEWSLETTER

Deadline for information to be placed in the newsletter must be made before the 25th of the month.

Name ____________________________________

Grade/Subject ____________________________

School ___________________________________

Information: (Class events; poems and stories by students; snapshots; lesson plans; future happenings; trips and reports, etc., related to career education.)

*Mail via school mail to:

Martha J. Roache
Assistant Director
Career Development Exemplary Project
Browne Junior High School - Room 103-B
24th Street and Benning Road, N. E.
ROUTE #4

Please Return!!

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Division of Instructional Services
Career Development Exemplary Project
Browne Junior High School
24th & Benning Road, N.E.
Washington, D.C. 20002
Room 206

Career Education Newsletter

Bulletin No. 7 - April 1975

Editor: Martha J. Roache
Assistant Director
Career Development
Exemplary Project

" A GOOD EXAMPLE IS THE BEST SERMON "

Spotlight on Progress

News Flash!!! Charles Chase - 9th grader at Jefferson Junior High won the National Vocational GUidance Poster Contest. (Junior High Level).

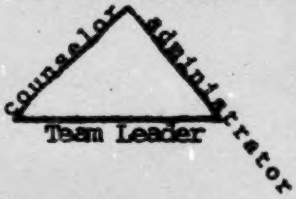
Mrs. Phoebe Layton, Charles' counselor made arrangements for Charles and his mother to attend the A.P.G.A. Convention in New York.

Right On Phoebe!!

Many of our career ed. counselors attended the American Personnel Guidance Association Convention March 23-26 in New York. There was a fantastic presentation done by the D.C. Counselors. Information on the Career Development Exemplary Project was done with vivid charts, pictures and handouts which proved to be very effective with the conventioners.

Special thanks must be made to Jackie Haggans and Delores Stuckey, Career Ed. Aides, for their creative work in assisting me with the C.D.E.P. Charts for the A.P.G.A. Convention.

The Office of Education Career Development Evaluators were very pleased with our program on their on-site school visits last month. They feel that a school program in career education becomes successful when the administrator, counselor, and team leader function as a strong group.



Suggestion made by O. E. Team:

Additional work must be done with our students on self-improvement skills.

What's Going On In
Ed. 670-F (Sat. Career Ed. Course)

Curriculum Trips Taken:

Elementary	(City Unit)	Columbia, Maryland.
Secondary	(Hospitality Cluster)	Lewis Hotel & Motel School

* The teachers had follow-up activities related to these tours.

Recommendations for educational materials for next year should be submitted to the office before April 5th.

The Career Development Exemplary Project welcomes Mr. Ralph Moorman clerk-typist to our staff.

Syphax School had a bank teller to visit their student-run bank.

Excellent Career Day Programs were held recently at Lenox, Seaton and Jefferson. The counselors and team members are to be congratulated for a job well done.

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* Reminder For Secondary Students:

Now is the time to apply for summer jobs in the schools and recreational centers in D.C.

Spring Is Here! Let's get our students out into the city to see career education in action.

Congratulations are due to Mrs. Edmonia Hunt, Secretary of the Parent Advisory Council. She has been appointed as an educational aide at Syphax School.

A Career Education Spelling Bee was held at Seaton School. Some of the Grade 4 Study Words were :

Actress, aide, attorney, golfer, factories, car dealer, introduce, proof read, stewardess, undertaker, mortician and weatherman.

Thank You Note To A Guest For Career Day

Dear Mr. Neverson,

Thank you for coming to our school to talk to us about jobs at Xerox. It was very interesting. I enjoyed listening to you talking about the need to stay in school.

Thanks,
Dena Dickson
Jefferson Junior High

Happy Birthday to all members of our Career Education Family born under the signs of Aries and Taurus.

Question:

How are you going to incorporate these dates in your career education program?

Black History Dates In April

1st	Birthday of Rev. Augustus Tolston, America's 1st Black catholic priest.
2nd	Birthday of Charles White, one of America's foremost contemporary artists.
2nd	International Children's Book Day.
4th	Assassination of Dr. Martin Luther King in Memphis, Tenn., (1968).
5th	Birthday of Booker T. Washington, founder of Tuskegee Institute in 1856.
6th	Matthew Henson, Black explorer, reaches North Pole with Commander Robert E. Peary in 1909.
7th	Billie Holliday, jazz singer, born 1915.
9th	Birth of Paul Robeson, singer, actor, spokesman for Black equality, 1898.
10th	Ira Aldridge born in 1839. One of 1st great Black Shakespearean' actors. (Concert hall named after him on Howard U. Campus).
11th	Civil Rights Act bans racial discrimination in housing, 1968.
14th	1964 Sidney Poitier became 1st Black to win Oscar Award from film academy for best acting of year.
16th	Ebenezer Bassett, first Black appointed to U.S. diplomatic service, became minister to Haiti, 1869
23rd	Granville T. Woods, inventor of air brake and many other devices, born 1856.
24th	United Negro College Fund established in 1944.
30th	Dr. Louis T. Wright in 1952 was awarded a medal by the American College of Surgeons for outstanding cancer research.

Special Dates

April 1-6th	National Drafting Week
6th - 12th	National Textile Week
10th -	Career Ed. Principals' Meeting
11th -	Parent Council Career Ed. Trip to Baltimore
13 - 19th	Pan American Week
20 - 26th	National Library Week National Secretaries Week National Y.W.C.A. Week
23rd	Shakespeares' Birthday
25th	National Arbor Day

Bulletin Board Suggestions

Circus Jobs

Ringmaster
Animal Trainer
Ticket Agent
Trapeze Artist
Concession Seller
Barker
Juggler
Public Relations Officer
Clown
Wardrobe Person

" ———— " ———— " ————

ARBOR DAY IS Here

Friday, April 25, 1975

Class Tree Planting Project

Duties: ex. John – purchase tree

Resource Person: Employee of Botanical Gardens.

*Some free seeds and bulbs can be obtained from the Botanical Gardens.

National Secretaries Week

1. Survey different kinds of secretaries ex. medical, legal etc.
2. Visit secretarial school
3. Interview school secretary.
4. List duties of secretary.
5. Write thank-you notes to the school secretary for a job well done this school year.

* * *

Career Education Activities

Pan American Week

1. Invite guest from one of the embassies.
2. Prepare foreign dish.
3. Make musical instruments used in North, South or Central America. (ex. clappers; maraca, castanets; and bongo drums)

(Books on making musical instruments are located in the childrens division of the D. C. P.S.)

National Library Week

1. Book making
2. Survey jobs in D.C.P.L.
3. Tour Martin Luther King Library.
4. Interview school librarian.

ATTENTION!!

CAREER DEVELOPMENT MEDIA CENTER OPENING

J.O. Wilson – Room 210

Friday, January 31, 1975 8:45–3:15 pm

Come in and browse.
Find materials you can
borrow for use in your center.

Career
Game

Refreshments

Please Come.

Career Dev. Team

NEUTER-NOUN CONTES

Careers, Inc. is sponsoring a contest for new terms (words and/or symbols) which have collective, non-sexist connotations. Books and articles using the terms he, she, his, hers, etc. tend to stereotype the roles of men and women. This is especially true in career descriptions which often seem to imply that a particular job can only be done by a female or only by a male. Solving the problem by using the plurals—they, their, them, etc.—throughout the text is one solution but not a very inventive one.

YOUR SUGGESTIONS COULD BECOME A PART OF THE ENGLISH LANGUAGE

* Send entries to the C.D.E.P. Office at Browne

FIRST PRIZE

WINNER . . . $50 SAVINGS BOND

SCHOOL . . . SENIOR DESK-TOP KIT ($142 Value)

SECOND PRIZE

RUNNER-UP . $25 SAVINGS BOND

SCHOOL . . . EXPLORATORY CAREERS KIT ($85 Value)

OFFICIAL RULES

1. Fill in the blanks indicated below or write your solutions on a plain sheet of paper coded to the letters shown in parentheses. Be sure to include your name and address and the school's name and address. Each entry must be mailed seperately to Careers, Inc., Dept. 23, Box 135, Largo, FL 33540.
2. Entries must be postmarked no later than May 17, 1975. The contest will be judged on usability and creativeness of the terms and/or symbols submitted. Selection of the winner and runner-up will be final. All entries become the property of Careers, Inc. and no entries will be returned. In case of winning duplicates, the earliest postmarked entry will be declared the winner. Identically postmarked winning entries will be chosen at random by a drawing.
3. All residents of the USA except Careers, Inc. salesmen, employees, and their families are eligible to submit entries. This offer is void where prohibited by law.
4. Winner and runner-up will be notified by mail and winning selections will be published in a subsequent Career Service mailing in 1975.
5. The name of the winner and runner-up may also be obtained (after Aug. 1, 1975) by sending a stamped, self-addressed envelope to Careers, Inc., Dept. 23, Box 135, Largo, FL 33540.

Students ● Teachers ● Parents ● Administrators

—Submit individual entries
—Have a school contest and select your best entries
—Make the contest a class or department project

His/Her

She/he

The following sample paragraph is provided to enable you to see how well your solutions would appear in writing.

Him/H

The Physician examines (A) patients, using such instruments as a stethoscope, ophthalmoscope (used to examine the eyes), blood pressure gauge, thermometer, and many others. (B) may arrange for tests and analyses to be made in nearby hospitals or may perform these services (C) in the office. The Physician prescribes the most suitable treatment for each patient or refers (D) to an appropriate medical specialist. Many great medical achievements have been accomplished by (E) Physicians and an increasing number of (F) enter this profession each year.

(A)	(B)	(C)	(D)	(E)	(F)
His/Her	He/She	Herself/Himself	Her/Him	Male/Female	Men/Women

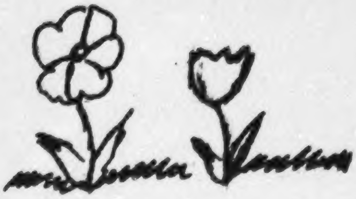
(Please Print)

NAME ______________________ STREET ______________________
CITY ______________________ STATE ______________ ZIP ________
SCHOOL ______________________ STREET ______________________
CITY ______________________ STATE ______________ ZIP ________

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Division of Instructional Services
Career Development Exemplary Project
Browne Junior High School
24th & Benning Road, N.E.
Washington, D.C. 20002
Room 206

Career Education Newsletter

Bulletin No. 8 - May, 1975



Editor: Martha J. Roache
Assistant Director
Career Development
Exemplary Project

"THE MAN WHO GRADUATES TODAY AND STOPS LEARNING TOMORROW IS UNEDUCATED THE DAY AFTER." - Newton D. Baker

Spotlight on Progress

News Flash !!! CAREER ED. EXPO '75.

On Saturday, May 17, 1975, the members of the Career Development Exemplary Project and the Division of Career Education Programs will direct Career Expo '75, a chronicle of progress in career education 1970-75. The event will be sponsored by the D. C. Board of Education Committee on Adult Education and Career Development.

Dr. Kenneth Hoyt, Associate Commissioner, Office of Career Education, U.S.O.E., will be our keynote speaker. All our Board of Education Members, Superintendent Mrs. Barbara A. Sizemore, Central Staffs, Regional Superintendents and School Administrators will be on hand to witness your career education efforts to make career education a reality in D. C. Public Schools. Your presence is very important to share your efforts in career education with various publics.

(D.C.T.C. Ed. 670-F) Career Education course ends on May 10, 1975. Applications for our summer course are now available.

Three (3) new elementary schools will come on board in the Career Development Exemplary Project this summer: J. F. Cook, Walker-Jones and Simmons.

1974-75 Career Education Evaluation Activities will be in May. Schedules for testing sessions and meeting will be sent to the schools in the near future.

The Career Development Exemplary Project is now working with the Health Education Department of Walter Reed Hospital in developing new teaching strategies in health education for secondary personnel. We enjoyed a tour of the Research Department. Planned tours can be arranged for students to see medical photographers, illustrators, toolmakers and surgical teams in action. Contact Person: Mrs. Daly, Educational Advisor, Walter Reed Hospital.

The Second Annual Career Education Trip for Parents was Friday, April 11, 1975. Thirty-five (35) parents, students and teachers toured the new Dunbar Community High School, Carling Brewery and Lexington Market in Baltimore, Maryland. We had a great time.

A workshop was held for all elementary education seniors at D.C.T.C. on Friday, April 25, 1975.

Several students in art classes at Dunbar are creating illustrations of Blacks in Health Careers under the direction of Stanley White and Frank Smith, Instructors. These drawings will be on display at Howard University Hospital during National Hospital Week - May 11th - 17th.

An Early Childhood Education Program is being developed for students at Jefferson Junior High School by Mrs. Beatrice Alexander, Home Economics teacher.

D.C.P.S. Regional Staffs have held career education orientation sessions this Spring to develop strategies for city-wide implementation next year.

Geraldine Garner, Counselor at Tyler Elementary School arranged for several kinds of secretaries to visit the school during National Secretary Week.

"WHEN I GET BIG" - by Jeffrey Wilkins - Grade 5

I think I'll be an artist. I'll be drawing people and putting my pictures on exhibit in art galleries. I just might be famous someday. I'll give my pictures to people to put on display at play performances for background.

The Career Education Team at J. O. Wilson Elementary School has developed a monthly Career Bulletin. Teachers and students submit articles to Mildred Hill, Counselor and Editor.

The Second Annual Career Education Banquet will be held on Friday, June 6, 1975 at 7:30 P.M. The cost is $8.00 per person. Tickets may be obtained from Nettie Banks, Counselor at Syphax Elementary School.

Happy Birthday to all members of our Career Education Team born under the signs of Tarus and Gemini!!!

Pointers For Improving Human Relations and School Discipline
- by William Blount, Teacher
Drew Elementary School

1. Talk with the student as if you were talking with a friend for whom you have great respect.

2. When a disciplinary situation arises, try to avoid using the word you. Use only I messages.

3. Discipling is a matter of thinking and responsibility. It is best developed in an environment where people model it and help others to develop it for themselves.

4. Have your students state all of the rules they perceive to be active in your room. Accept all rules as stated

and develop a list. Discuss elimination and/or changing rules in a way that will allow your students to assume more responsibility.

5. Design a curriculum approach that involves an interest you might have in common with your students (sports, television, cooking, hobbies). Implement your design using yourself as a resource.

6. Have students enter into Adult-to-Adult Contracts with you. These statements of mutual expectations need not be written. No one loses by these contracts because there is a mutual win.

7. Remember that all of the negative factors (intellectully inferior, deprived, poor homelife) surrounding our school system does not relieve teachers of responsibility.

8. Stop role-playing. Be yourself!

9. You must be honest with the children about mistakes and weaknesses. You must be able to say you are wrong or sorry.

10. The best way for a principal to get his teachers involved with the students is to get involved himself.

MOTHER'S DAY

May 11, 1975

Those nanas and grandmas of mine and yours, who seemed to have been born old—think of all their dreams that were never realized; the lifetimes spent washing other people's dishes, tending another woman's babies, ironing the silks and satins and laces that should have adorned *their* bodies; their dreams of jobs that were more than the subsistence toiling they faced each and every day. Think about our grandmamas who fought to read and write and often died never knowing how—and the books and plays and poetry that died with them.

She dreamed of being a dancer, she scrubbed floors. Her mind's eye created a painting, she picked cotton. She wanted to sleep all day in her man's arms, she rose before dawn.

Medicine and science, arts and letters, business, politics, law, leisure, travel, history, a house with more than two rooms, indoor plumbing, schools that were good and free, a warm coat in winter, a pair of shoes just for pretty, a soft bed, more food, less weary, more time to love—our grandmas' dreams. So many, so few fulfilled.

But somehow, though their cups were often empty and battered, these women with their work-scarred hands dared hope as they dried our tears and rocked us to sleep in the softness of their bosoms that *their* dreams would become reality for *us*.

And though we know that it isn't easy now, that we, too, must fight each step of the way for our dreams, we come well armed to the fray. 'Cause their spirit and their hands of faith are with us even in the leanest of times if we can just hold on to their memories and believe. Like a river surging through time, they can come into us and lift us.

"Nobody ever helps me into carriages, over mud puddles, or give me any best place. And, ain't I a woman! Look at me. Look at my arm, I have ploughed and planted, and gathered into barns, . . . And, ain't I a woman! I could work as much and eat as much as a man—when I could get it—and bear the lash as well. And, ain't I a woman! I done borne thirteen children, and seen most all sold off to slavery, and when I cried out with my mother's grief, none but Jesus heard me. AND, AIN'T I A WOMAN!"

The woman me, the woman you, must respond to the woman Sojourner and her ability to keep on gettin' up in the face of pain and anguish and denial. The woman me, the woman you, got to keep strivin' for our better days, placing our faith and hope in our children just as our grandmamas did in us.

Some of my mother's and grandmother's faith also goes into ESSENCE, as does mine—that we can shape a vehicle that will represent you, the flesh-and-blood Black woman living and hoping and dreaming today. And it's not easy. Sometimes I think we fail more than we succeed, yet the patience and faith the two million of you show in our effort help lift us up, giving us the mother's milk we need to make us strong. Your demands for excellence, for greater awareness and service—provide the push we need to keep us alert and growing and maturing. What helps to sustain us is You and your letters that praise and challenge and demand. We,too,won't ever forget the bridge we are crossing over on.

-by: Marcia Ann Gillespie
Editor-In-Chief
ESSENCE Magazine

MAY IS:

Good Nutrition Month

Hearing and Speech Month

Mental Health Month

Radio Month

Senior Citizens Month

May 4 - 10 National Family Week
National Music Week
National Be Kind to Animals Week

May 11 - 17 National Hospital Week
National Transportation Week
National Police Week
Small Business Week
World Trade Week

Question: How can you incorporate these dates in you career education program?

1st. - H. U. chartered by Congress 1867

2nd. - Birthday of Elijah McCoy, inventor, dealing in locomotive lubrication.

4th. - CORE begins freedom rides throughout the South in 1961.

5th. - Gwendolyn Brooks earns First Pulitizer Prize for a Black poet in 1950.

6th. - 1787, Prince Hall organized 1st Black Masonic Lodge.

8th. - World Red Cross Day.

11th. - Mother's Day

14th. - Arthur Ashe is 1st Black to play on the U. S. Davis Cup tennis team in 1963.

16th. - Harry T. Burleigh, composed, awarded Spingarn Medal in 1917.

17th. - D. C. Public School Career Education Expo '75.

D. C. Patrol Parade.

19th. - Birthday of Malcolm X, Human Rights Activist.

24th. - Bahamas: Commonwealth Day.

26th. - Judge Joseph C. Waddy in 1962 was appointed to the D. C. Domestic Relations Court.

27th. - Horace Pippin, self-taught Black artist, has first one-man show in 1940.

29th. - Birthday of Julius Hobson, Civil Rights Activist.

Birthday of John F. Kennedy.

30th. - John O'Neil in 1962 became the First Black Coach in major league baseball.

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IN-PUT FOR NEWSLETTER

Deadline for information to be placed in the newsletter must be made before the 25th of the month.

Name ____

Grade/Subject ______________________________

School ______________________________________

Information: (Class events; poems and stories by students; snapshots; lesson plans; future happenings; trips and reports, etc., related to career education.)

*Mail via school mail to:
Martha J. Roache
Assistant Director
Career Development Exemplary Project
Browne Junior High School - Room 103-B
24th Street and Benning Road, N. E.
ROUTE #4

Please Return!!

____
Last 4 digits of Social
Security Number

TEACHER/COUNSELOR REPORT CARD

I. Reaching Objectives

Directions: Kindly place a check in the column which indicates the degree to which the statement applies. Draw a line through all five (5) columns, if the statement does not apply to you.

As a result of the experiences I have provided, my students have done the following:

	All	3/4	1/2	1/4	None
1. Made adequate school adjustment this advisory.					
2. Begun to assume a share of the responsibility for the learning process.					
3. Indicated their learning styles and specific needs.					
4. Acquired and practiced good study habits.					
5. Surveyed/Explored an increasing number of career opportunities.					
6. Developed new interests.					
7. Explored new interests.					

II. Ordering Priorities

Directions: Number the following activities in the order in which you plan to accomplish them.

/___/ Improve and increase my teaching strategies.

/___/ Increase my knowledge of careers for which my discipline prepares students.

/___/ Include students in the planning and implementation of classroom activities.

/___/ Provide an improved setting for learning.

/___/ Refine the model for team planning.

PLANNING SHEET FOR CAREER EDUCATION COUNSELORS

COUNSELOR: ______________________________ SCHOOL: ______________________________

Implementation For: Small group sessions; class sessions; total school activities; field trips; professional enrichment activities.

* Black Awareness Dates (Newsletter)

MARCH

Youth Art Month
Red Cross Month
1st Week - Nat'l. Weights & Measures Week
2nd Week - Girl Scout Week
Staff Development Day March 21st.
3rd Week - National Foreign Language Week
National Salesperson's Week

APRIL

2nd Week - Pan American Week
3rd Week - National Library Week
4th Week - National Secretaries Week

MAY

2nd Week - National Hospital Week
National Music Week
3rd Week - Police Week
Transportation Week

APRIL PLANS IN CAREER EDUCATION

Teacher ______________________ Grade ______________
20th - 26th (3rd Week)

NATIONAL LIBRARY WEEK

ACTIVITY **MATERIALS NEEDED**

NATIONAL SECRETARIES' WEEK

ACTIVITY **MATERIALS NEEDED**

NATIONAL Y.W.C.A. WEEK

ACTIVITY **MATERIALS NEEDED**

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*23rd - Shakespeare's Birthday

*25th - National Arbor Day